

TEACHING READING

The Primary Grades

Library Edmonton Normal School

A monograph stating the objectives in primary reading and setting forth a simple, effective procedure taining them.

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Prepared by

GERALD YOAKAM
M. MADILENE VEVERKA
AND LOUISE ABNEY

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for use with

THE LAIDLAW BASIC READERS

TEACHING READING

The Primary Grades

GERALD YOAKAM, *Professor of Education, University of Pittsburgh*

M. MADILENE VEVERKA, *Director of Elementary Curriculum,
Los Angeles Public Schools*

LOUISE ABNE

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GENERAL INTRODUCTION

Purposes of This Series

THE LAIDLAW BASIC READERS present a reading program scientifically planned for the accomplishment of the following purposes:

1. To develop in children good attitudes toward reading, and keen enjoyment of it.
2. To provide for steady growth in reading skills so that the necessity for remedial teaching is reduced to a minimum.
3. To extend and enrich children's experiences and to satisfy their interests and needs.
4. To provide for individual differences in reading development.
5. To make skills acquired through basic reading instruction function in all types of reading which children are called upon to do.
6. To develop good taste in reading.
7. To develop the ability to read orally and to speak with accuracy, artistry, and enjoyment.

These purposes are in accord with the most practicable developments in the teaching of reading.* To help in the accomplishment of these purposes, the teacher is provided with a simple, usable plan for teaching reading.

Program for Speech Improvement

In recognition of the growing need of accurate and effective speech, and of the importance of speech in reading development, THE LAIDLAW BASIC READERS include a definite program for speech improvement. The speech program is planned to accomplish these results:

1. Awareness on the part of both teacher and pupils of the value and beauty of precise speech.

* See the *Thirty-Sixth Yearbook* of The National Society for the Study of Education, Part I, p. 66 ff. See also the *Seventeenth Yearbook* of The National Elementary Principal, pp. 282-289.

2. The establishing of happy attitudes in group situations through the oral sharing of reading material with a speech emphasis.
3. Accuracy and artistry in mastering the sounds of American speech, through speech games and a series of systematically planned verse written toward that end.
4. Voice quality adequate in volume and pleasing in tone.
5. Self-expression through individual and group reading aloud, through speech games, and through dramatizations.
6. Enjoyment of literature through participation orally in progressively planned speech lessons.
7. The prevention of reading disabilities arising from defective speech.

A chart for the teacher to use in determining the children's speech difficulties appears on pages 6 and 7, and a discussion of the correct formation of the sounds of our language begins on page 7.

Content Carefully Planned

The content of THE LAIDLAW BASIC READERS has been carefully chosen to meet the interests and needs of children, to expand and enrich their experiences, and to provide for the development of good taste in reading. The content throughout the series is characterized by high literary quality, and in each book the relative amount of real and fanciful material has been kept appropriate to the needs of the particular grade level.

Pre-Book Reading. The content of the child's first reading should concern things with which he is thoroughly familiar and in which he has a direct and immediate interest. Therefore, suggestions are provided the teacher for utilizing her pupils' own experiences in building the first units of reading.

Pre-Primer. The Pre-Primer provides the natural next step in the child's reading development. Its content deals with the actual experiences of real children. Each of these experiences is of such a universal nature that it may well be an experience in the life of any child who uses the book. Thus clear concepts

are assured, and a natural, easy transition is made from the children's own experience reading to vicarious experience reading.

Primer. The Primer continues with easy, realistic stories about the children introduced in the Pre-Primer. These stories are high in narrative interest and such qualities as humor, suspense, and surprise. They have the charm of complete newness, yet the concepts with which they deal are simple, familiar ones well within the experience of children everywhere.

In addition to realistic stories, the Primer contains two time-tried and dearly-loved folk tales. To the child who has never had these stories read to him, their inclusion is especially desirable, for they should be a part of every child's heritage. To the child who has heard them again and again, their inclusion brings the thrill of discovering that he has the power to read for himself cherished tales for which he has always been dependent upon adults.

Book One. Book One leads the child into an ever-widening world. The content of this book is divided into four units. These four units provide four types of reading material which research studies have shown to be especially suitable for children of this grade level.

Book Two. The gradual widening of the child's horizon begun in the first year is somewhat accelerated in Book Two. This book also is divided into four units especially suited to children of this grade level.

Book Three. Book Three carries the child into broader and richer fields of experience. Humor and fancy are not neglected, but in keeping with the interests and needs of third-grade children greater emphasis is placed on factual material, four of the six units in the book being of an informative nature.

Accessory Materials Available

In accord with the practical simplicity of the reading program offered in this series, the accessory materials are held to a sensible minimum. These materials, therefore, can be administered easily, economically and effectively.

The accessory materials for THE LAIDLAW BASIC READERS include the following:

1. Reading Readiness Activities Book
2. Picture Cards, Form Cards, and Word Cards
3. Activities books to accompany Pre-Primer and Primer, Book One, Book Two, and Book Three

Since many teachers will want to devise and use accessory materials suited to the special needs of their own particular pupils, suggestions for preparing such materials are given from time to time.

Colorful, Interesting Appearance

Recent studies have shown a definite relationship between the appearance of a book and the child's enjoyment of it. The beauty of THE LAIDLAW BASIC READERS will add to the child's enjoyment of them. The colorful illustrations are pertinent and understandable. They appeal to the child's eye for color and his inclinations for picture accuracy. Indirectly, through his contact with book beauty, contributions are made to his good taste.

Vocabulary Scientifically Controlled

The vocabulary has been scientifically controlled to provide gradual introduction and adequate repetition of the words presented. A high correlation exists between the words used in these readers and those appearing on the approved primary vocabulary lists.

Helpful Teaching Suggestions

The teacher is assisted at all times in providing for reading progress and preventing reading disability. Provision is made for judicious use of various techniques to aid the child who does not respond to any single approach to his reading. Helpful suggestions are given frequently for the observation and adjust-

ment of individual differences, and for extending the reading into related fields of the social studies, art, language, and general reading. The teacher's initiative is encouraged. Practices which she has found good, and her own common sense, are capitalized all along the way. Suggestions for informal testing occur at desirable intervals.

The procedure suggested guides the teacher's work and gives it unity and continuity. It does not prescribe the daily lesson plans which the teacher, knowing her specific groups, will want to work out for herself.

The Natural Teaching Stages in Reading

The natural Teaching Stages in reading, as set up for use in THE LAIDLAW BASIC READERS, follow common-sense rules of pedagogy. The sequence of stages for each book establishes a process of preparation and readiness, growth and development of reading power, absorption and review. Throughout the series provision is made for a transition between books, so that the pupil finishes one book with assurance and begins the next confidently.

In each of these Teaching Stages the teacher is told precisely what the purposes are and what procedure may be followed. These guideposts—purposes and procedure—keep the teacher constantly on her way to the goal of developing good readers.

A Sound Reading Program

THE LAIDLAW BASIC READERS provide a sound reading program. The purposes of the series, as outlined on page 1, are in accord with the most practicable developments in the teaching of reading. Provision for the accomplishment of these purposes is made through a definite program for speech improvement, carefully planned content, unusually attractive appearance, scientifically controlled vocabulary, effective accessory materials, and a simple, usable teaching plan.

Phonetic Test Chart

The following list contains all the important sounds of our American speech. It is given here for the teacher's convenience in determining the speech needs of her pupils. The teacher will have the child pronounce after her the test words. She will note any substitutions or omissions of sounds. She should note also the frequency of the substitution or omission. The child may be able to make the sound but careless in the making of it. In testing the child's speech needs, an easy, friendly approach is essential.

Consonants and Consonant Blends

M—may, me, my, man, hum, must
P—pay, pie, pan, papa, peep, pot
B—baby, by, ball, be, boat, rob
W—way, we, woke, walk, wide, won
WH—why, when, wheel, whirl
F—fan, fine, fell, for, fur, if
V—very, vest, vine, vote, of
TH (voiced)—the, they, with, other
TH (unvoiced)—thank, thin, tooth
T—tea, table, tie, tall, toot
D—day, dog, did, dust, doll
S—say, sea, so, sun, sit, this
Z—zoo, zebra, lazy, is
SH—show, she, shoe, ship, hush
CH—child, chair, chain, church
J—jay, jam, jar, judge, jelly
L—lay, low, lady, all, like
R—row, run, rope, rabbit, river
N—no, knee, nose, never, sun
K—key, car, came, candy, cook
G—go, goose, dog, goat, game
NG—sing, singing, ring, bang
X (KS)—box, socks, mix, six
KL—clean, clock, clothes, clown
KR—crow, crumb, crawl, cream

H—home, hum, hurry, horse, hen
Y—yes, yard, yellow, year, you
QU (KW)—queen, quit, quack
PL—play, please, plant, plum
PR—price, print, prune, pretty
BL—blow, blue, blind, blade
BR—bread, brave, brother, brick
FL—floor, flag, flat, flower
FR—from, frog, frown, fruit
TR—train, track, trick, try
TW—twenty, twist, twinkle
DR—drink, drum, dry, draw
DW—dwell, dwarf, dwindle
SK—sky, skate, school, skip
SL—sleep, slip, slow, slate
SM—small, smell, smile, smoke
SN—snow, sneeze, snap, snail
SP—speak, spoon, wasp, spark
SPL—splash, splatter, splinter
ST—stop, step, stay, lost, stamp
SQU—square, squeeze, squash
STR—strong, straight, stretch
SW—sweet, swift, swallow
GL—glad, glue, glass, glow
GR—green, growl, grin, gray

Vowels and Diphthongs

Long **A**—ate, make, bate, play
Short **A**—at, bat, am, cap, man
Short Italian **A**—ask, pass, dance
Long Italian **A**—arm, father, park
Broad **A**—all, ball, call, water
Circumflex **A**—air, care, hair
Long **E**—eat, feet, sheep, we
Short **E**—get, yes, men, test
Tilde **E**—fern, earn, verse, mother
Long **I**—ice, mice, bite, pie
Short **I**—it, sit, pill, little

Tilde **I**—bird, sir, whirl, third
Long **O**—cold, snow, row, boat
Short **O**—box, lot, rock, of, on
Circumflex **O**—or, for, sort, lord
Long **OO**—boot, roof, moon, food
Short **OO**—hood, hook, good, foot
Long **U**—use, Tuesday, huge
Short **U**—fun, cup, up, rug, sun
Circumflex **U**—burn, fur, hurt
OU (OW)—now, how, cow, round
OI (OY)—boy, noise, voice, toy

Formation of the Sounds of Our Language

Most children learn to make the sounds of our language through imitation without being conscious of what speech organs are employed in making them. Some children, however, among them children in whose homes a foreign language is spoken, may have difficulty with forming particular sounds. The following discussion of how the sounds of our language are formed is given for the teacher's reference in helping children who are unable from imitation alone to master certain sounds.

Consonants and Consonant Blends

The correct formation of consonants requires, first of all, an easy control and flexibility in the organs of speech: the tongue, lips, jaws, and soft palate.

M is formed by closing the lips lightly and humming. The sound is produced in the nose. By placing your fingers lightly across the bridge of your nose, you may feel the vibration as you sound *m*.

P is sounded by sending little puffs of breath through gently closed lips. The sound is made very lightly on the lips. By holding your hand in front of your lips, you may feel the little air puffs as you sound *p*.

B is made by forcing the breath through lightly closed lips. The sound is produced in the throat. By placing your hand lightly across your throat, you may feel the vibration as you sound *b*.

W is formed by rounding the lips and raising the back of the tongue toward the soft palate as in saying *oo*. *W* is sounded by the vibration of the vocal cords.

WH is formed by combining *h* and *w*. The *w* is blown out with an easy movement of the lips, a little puff of air escaping. It is a breath vibration formed on the lips.

F is made by touching the lower lip against the upper teeth and sending the breath out between them. By holding your hand in front of your lips, you may feel the puffs of breath as you sound *f*.

V is made by brushing the lower lip lightly against the upper teeth and forcing the breath out between them. It differs from *f* in that it is made by the vibration of the vocal cords. By placing your hand lightly on your throat, you may feel the vibration as you sound *v*.

TH is sounded by placing the tip of the tongue between the teeth and blowing gently. In such words as *thin*, *thank*, and *thought*, it is merely a breath vibration; in such words as *this*, *that*, and *they*, it is made by the vibration of the vocal cords.

T is sounded by gently tapping the upper dental ridge (where teeth and gums meet) with the tip of the tongue and sending out a puff of breath.

D is formed with the tip of the tongue in the same position as for *t*, the only difference being that *d* is sounded by the vibration of the vocal cords.

S is sounded by holding the tongue back of the teeth and hissing. The breath passes in a thin stream directly forward along the grooved tongue.

Z is formed with the tongue in the same position as for *s*, the only difference being that the vocal cords vibrate in sounding the *z*.

SH is sounded by pushing the lips forward, lifting the tongue, and forcing the breath out.

CH is formed by sounding *t* and *sh* in rapid succession. The

lips are in the forward position required in sounding *sh*, but a tapped *t* precedes the *sh*.

J is sounded by combining the sounds *d* and *zh*. The sound is made by the vibration of the vocal cords.

L is formed by lifting the tip of the tongue against the upper dental ridge. It is made by the vibration of the vocal cords, the sound escaping at the sides of the tongue.

R is made by lifting the tip of the tongue upward and slightly backward. The tip of the tongue vibrates as you say the *r*.

N is sounded by placing the tongue lightly against the upper dental ridge and forcing the sound through the nose.

NG is sounded by lifting the back of the tongue against the soft palate and forcing the sound through the nose.

K, or hard **C**, is sounded by raising the back of the tongue against the soft palate and forcibly expelling the breath.

G is made with the tongue in the same position as for *k*, the difference being that the vocal cords vibrate in sounding *g*.

QU is sounded by blending *k* and *w*.

H is sounded by sending a gentle puff of breath through slightly opened lips. It should be produced as quietly as breathing.

Y is a consonant, but it is sounded as if it were the vowel short *i*.

X is really a double consonant, though written as a single letter. It is a combination of *k* and *s*.

Every consonant blend (double consonant sounds such as *bl*, *tr*, *st*, and *sm*) is a rapid combination of the sound elements of which it is composed; for example, *bl* is made by sounding *b* and *l* in rapid succession.

Vowels and Diphthongs

The correct formation of vowels is acquired first of all through imitation, by means of auditory impressions. There are no nasal vowels in standard English, though many people produce them through the nose. To find out whether you speak with nasality, hold your nose and sound each vowel. This will insure an oral emission of tone.

Other points to be considered in the formation of vowels are: the shape of the lips, the position of the tongue, and the degree of tenseness of lips and tongue. Long *e* is more tense than short *i*. You can feel the tenseness and lack of tenseness as you sound the two. Characteristic of our American vowels is instability of tongue. If you listen carefully, you will realize that long *a* glides into long *e*, that long *o* vanishes into long *oo*. In this way prolonged vowels tend to become diphthongs, and you can feel the rapidly gliding motion from one sound to another. A diphthong is the blending of two vowels into one tone.

A has various tone qualities: long *a* as in *ate*; short *a* as in *hat*; short Italian *a* as in *grass*; long Italian *a* as in *arm*; broad *a* as in *ball*; and circumflex *a* as in *care*.

E has several tone values; long *e* as in *we*; short *e* as in *get*; tilde *e* as in *fern*. This last value has the same sound as tilde *i* and is followed always by the consonant *r* or by a silent vowel as in *earn*.

I also has several tone values: long *i* as in *ice*; short *i* as in *it*; tilde *i* as in *bird*.

O has various tone values; long *o* as in *cold*; short *o* as in *box*; long *oo* as in *boot*; short *oo* as in *book*; circumflex *o* as in *lord*.

U has three tone qualities: long *u* as in *use*; short *u* as in *cup*; circumflex *u* as in *fur*. Long *u* is a combination of two sounds blended into one—short *i* or *y* and long *oo*. The word *use* gives the correct value. Too often long *oo* is substituted for long *u*. Avoid this by sounding short *i* or *y* first.

OU, or OW, is a diphthong which is sounded by combining *ah* and *oo*, blending the two sounds into one. Be sure that the sound comes through the mouth and not through the nose.

OI, or OY, is sounded by combining *aw* and long *e*, blending the two sounds into one.

THE READING READINESS PERIOD

What Constitutes Reading Readiness

Studies and experiments have shown that the usual six-year entrance to school does not guarantee readiness to undertake reading. To be ready to read, a child should have attained certain abilities and attitudes. The following list includes the most important ones :

1. Feeling of happiness and security in the school situation.
2. Ability to use and understand a reasonable number of spoken words.
3. Ability to speak in simple sentences.
4. Ability to see gross likenesses and differences in pictures, forms, and words.
5. Ability to distinguish between closely related sounds and to recognize identical sounds.
6. Ability to pronounce, enunciate, and articulate words accurately.
7. Ability to give sustained attention to storytelling and conversation and to any task he is called upon to do.
8. Ability to remember a series of events in proper sequence.
9. Ability to use his experiences in solving new problems.
10. Desire to read, and ability to realize a purpose for reading.

Teaching Stages in the Reading Readiness Period

The Reading Readiness Period is naturally divided into three Teaching Stages: (1) determining the children's readiness to read; (2) developing general readiness to read; and (3) preparing children to read the specific material which they will meet in their first book.

Teaching Stage I: Determining Reading Readiness

Purpose. During this stage the teacher's purpose will be to observe and test children to determine whether they need addi-

tional experience and training before they attempt to learn to read.

Materials. In accomplishing the purpose of this stage the teacher will use these materials:

1. The Laidlaw Reading Readiness Activities Book
2. Laidlaw Picture Cards
3. Laidlaw Form Cards
4. Laidlaw Word Cards
5. Intelligence test scores when available
6. Health records of pupils when available

Procedure. The following general procedure is suggested for determining reading readiness:

1. *Formal testing.* If formal testing is desired these tests, or similar ones that may be available, are adequate: *Gates Reading Readiness Tests*, Bureau of Publications, Teachers College, Columbia University; *Metropolitan Readiness Test*, World Book Company; *Monroe Reading Aptitude Test*, Houghton Mifflin. These tests may be administered according to their directions, and scores recorded.

2. *Informal testing and observing.* The program of informal testing and observation should be carried on constantly. In general to insure the wholehearted response of the children these tests should be in the nature of play and games. Observation will show the teacher the children who seem to be timid, frightened, or held back by immature language habits. Such children will of course receive special help and encouragement.

The teacher whose class is supplied with the Reading Readiness Activities Book will find in it many exercises suitable for this Teaching Stage.

Informal testing may be done by means of the Laidlaw Picture Cards. The first use of these cards will be to stimulate conversation to determine whether children can express themselves adequately. Use the thirty-eight black and white Picture Cards for discovering speech needs. These thirty-eight cards represent all the important consonant sounds and blends. The teacher will ask the children to name the pictures, and will make a note of all errors in pronunciation, enunciation, and articulation.

She will keep a record for each child. The twelve colored Picture Cards will be used to stimulate conversation and to create an interest in the characters which the pupils will meet later in the Pre-Primer.

The Laidlaw Form Cards may be used to test ability to see gross likenesses and differences. Keep a record of each child's ability to discriminate forms.

The Laidlaw Word Cards will be used at this time to test the children's ability to recognize gross likenesses and differences in word forms. The teacher may do this by holding up two cards and saying, "Here are two cards with words on them. Are the two alike or different?" She will record the names of children who make little or no discrimination of forms.

Some simple tests of vision should be given in order to make sure that no serious abnormalities or immaturities are going unnoticed. The teacher may draw a set of stick figures in various poses. These drawings may be on three sets of cards—one set 8"x5", one set 4"x2½", and one set 2"x1¼". The tests must of course be administered to each child individually. To administer this test, put the largest cards one at a time into the blackboard ledge and ask the child to dramatize what he sees. Record how near the child must be to the blackboard in order to see the pictures. Repeat the procedure with the next size cards. Then use the smallest cards. Any child whose ability to see the cards differs greatly from the average should be singled out for special attention.

A simple test of hearing should be given. By holding a watch to the maximum distance of each child's ability to hear the tick, marked hearing deficiencies can be detected. The teacher must be careful at all times to note any apparent inability of some pupils to hear what she is saying.

Testing of the child's ability to retain essential facts in proper sequence may be made through arranging a number of objects for the child to look at. The child is then asked to turn his back to the objects and tell the order in which they are arranged. A further test may be made by telling simple stories and asking the child to tell back what he remembers.

3. *Grouping.* As a result of the testing and observing, the teacher should divide her class into three groups: the ready, the nearly ready, and the least ready.

Teaching Stage II: Developing Reading Readiness

Purpose. The purpose at this stage is to give the pupils of the various groups experience and training leading to readiness to read. Do not hurry the children. Work until readiness is easily distinguished.

Materials. In developing reading readiness the following materials will be used:

1. Laidlaw Reading Readiness Activities Book
2. Available storybooks and picture books
3. Laidlaw Picture Cards
4. Laidlaw Word Cards
5. Laidlaw Form Cards
6. Chart paper and materials

Procedure. This stage is a teaching, rather than a testing stage. The teacher will seek to overcome the weaknesses in the children's training and experience which have been revealed in Stage I. The following activities should be used as much as is necessary to secure steady growth on the part of all children. The three groups should proceed at different rates according to their abilities.

It is not expected that the teacher shall finish one activity before proceeding to the next. The activities are mutually supporting throughout, and will be most effectively used in a flexible plan of partial use and return.

1. *Using the Reading Readiness Activities Book.* The teacher whose class is supplied with the Reading Readiness Activities Book will find in it a variety of exercises designed to prepare children to undertake reading. Accompanying each activity lesson are complete instructions for administering it.

2. *Teaching through conversation.* Conversation of a free nature is best stimulated through a child's free association with objects of his own interest or affection. Such objects, the

simpler the better—homemade toys, plants, bits of sewing or handicraft—may well be brought to the classroom for sharing with others and arousing talk.

Through the free conversation program the teacher will help the children to develop these specific aspects of reading readiness:

- a. A feeling of happiness and security for each child in the group.
- b. A familiarity with words, and enjoyment of their use.
- c. A desire and ability to speak in sentences.
- d. The ability to pronounce words correctly.

3. *Teaching through storytelling and dramatic play.* Throughout the Reading Readiness Period the teacher should read and tell stories to children, engage in informal conversation with them about the stories, and encourage them to tell stories of their own and repeat the stories which she has told. These stories should deal with boys and girls, father and mother, baby, pets, play, and home activities. They should definitely lead toward the stories of the Pre-Primer.

Through the storytelling and dramatic play activities the teacher will provide further practice in the development of the aspects of reading readiness begun through free conversation, and in addition will help the children to develop these new aspects:

- a. The ability to give sustained attention to storytelling.
- b. The ability to remember and retell events in proper sequence.
- c. The ability to interpret a character or situation through dramatic play.

4. *Teaching with Picture Cards.* (See also the top of page 17.) The Picture Cards have various uses during the Reading Readiness Period. Like conversation and storytelling they will be used to arouse interest in the use of words and the making of oral sentences of a free and random nature. The twelve colored cards will be used to stimulate an interest in the characters that the pupils will meet later in the Pre-Primer.

Thus by means of the Picture Cards the teacher will continue to develop the following aspects of reading readiness:

- a. An increase in meaningful vocabulary.
- b. The ability to use sentences.
- c. The desire to read.

5. *Teaching with Form and Word Cards.* Use the Form and Word Cards to develop visual discrimination. Hold the Form Cards up and ask the children to say "same" or "different." Use the Word Cards the same way. The children can tell the differences and likenesses by the general configuration, length, height, and peculiar characteristics of the words. Make sentences with the Word Cards. Let the children say "same" or "different" regarding the sentences. The teacher will read the sentences to the pupils to keep them aware that printed symbols do say something.

These exercises should be carried on until the pupils can easily note the more obvious likenesses and differences. Train the children to proceed always from left to right while inspecting the words and sentences used in all these exercises. The children are not at this time actually reading, but the teacher should keep in mind the constant necessity of fostering the desire to read.

Thus through use of the Form and Word Cards the teacher will help the children to develop these specific aspects of reading readiness:

- a. An ability to discriminate between similar and different forms, words, and sentences.
- b. An ability to proceed automatically from left to right when observing words in sequence.
- c. An increase in the desire to read and realization of the purpose for reading.

6. *Providing speech training.* Throughout the Reading Readiness Period the teacher should correct gross errors in pronunciation, enunciation, and articulation, and give practice for the improvement of the pupils' speech. This correction, however, must be done without making the children self-conscious and reticent. She will persist until they can say clearly all the common sounds they need for the words in the Pre-Primer. The teacher will discourage the use of undesirable words and idioms

brought from home. She will try to improve the pupils' expression and to discourage shrill voices and other undesirable speech mannerisms.

The teacher will use the black and white Picture Cards in checking the speech of her pupils and in providing needed practice. Although speech needs vary with different localities and with individual children, there are certain types of difficulties which occur rather generally among young children. The teacher will want to take particular care to observe and correct such difficulties. They include: (1) sound-unit omissions (*'tep* for *step*, *'tand* for *stand*); (2) sound-unit substitutions (*t* for *k* or hard *c* as in *tandy* for *candy* and *tate* for *take*, *d* for *g* as in *det* for *get*, *b* for *v* as in *bery* for *very*, *w* for *r* as in *wed wose* for *red rose*, *v* for *th* as in *muvver* for *mother*, *w* or *y* for *l* as in *wake* or *yake* for *lake*); (3) inability to sound correctly the sibilants (the *s* sounds—*s*, *z*, *sh*, *zh*), *ch* and *j*; (4) delayed speech (this may be the result of poor hearing).

Through speech training the teacher will help the children to develop these specific aspects of reading readiness:

- a. Ability to pronounce, enunciate, and articulate a reasonable number of words.
- b. Ability to discriminate between common word sounds.
- c. A desire to work for accuracy in speech, and a growing appreciation of the importance of correct speech.
- d. A realization of the importance of pleasing voice quality and adequate expression.

7. *Measuring progress.* When the teacher is sure, as a result of testing and observing, that the children have attained the aspects of reading readiness outlined on page 11, she will proceed to Teaching Stage III.

Teaching Stage III: Experience Reading

Purpose. The purpose at this stage is to lead the children gradually to readiness to read the Pre-Primer.

Materials. In preparing the children to read the Pre-Primer the teacher will use the following materials:

1. The Laidlaw Picture Cards
2. The Laidlaw Word and Phrase Cards
3. Homemade word cards
4. Chart paper and materials
5. The Pre-Primer Word List

Procedure: The following general procedure is suggested for carrying out this teaching stage:

1. *Establishing a natural reading situation.* The teacher will choose for discussion some activity which all the children in the group have experienced recently. Suppose that during the day the class has had a walk. Out of that experience some such discussion as the following may be developed.

Teacher: We had such a good time this morning. Was everyone here?

Child: No, Jack was not here.

Teacher: He'll be sorry he missed our walk. Can we do anything about it?

Child: Yes, I'll tell him what we saw.

Teacher: You could do that, but I know a better way.

Child: You can tell him, Mrs. Smith.

Teacher: Yes, but there is a better way than that even.

Child or teacher: We can write down what we did. Then we can read it to Jack.

Teacher: That is the best way. Now, what shall we write?

The children will give many suggestions, but none of them may be suitable, and more questioning and discussion may be needed to bring out some such sentence as "We had a walk." The teacher will write that sentence on the board, not to be read by the pupils but to localize their attention. Then more discussion will follow as to what may be told next. "We saw a big house" might be proposed. The teacher will write it under the first sentence. Further discussion may bring out the sentence, "The house was white." The teacher will write it under the second sentence. Then a unit of reading like this will be on the board:

We had a walk.

We saw a big house.

The house was white.

The teacher will see to it that most of the words in each little unit of reading are on the Pre-Primer list, so that transition to the Pre-Primer will be begun. A great variety of motives may of course be used—Jack's absence from the walk is just a suggestion. If a wide variety of interesting activities and experiences is drawn upon, a rich meaningful combination of sentences, phrases, and words will be acquired.

2. *Steps for developing experience-reading units.* A single common experience should be chosen and the reading unit should grow out of a discussion of that experience. The teacher should write the sentences on the blackboard as they are developed with the children. She should read the unit to them several times and then erase it.

Next three copies of the unit should be printed with a rubber stamp on large sheets of paper. (If a stamping outfit is not available, the teacher may write each unit, using manuscript writing and taking care that it is well done.) The letters should be about one inch tall. Capital letters should be used only where they normally belong. Not too much time should elapse between development of the unit and the providing of the printed charts.

The three charts should be displayed in different parts of the room. In presenting these first units of reading the teacher must be sure that the children are required to take only one step at a time. Their first step should be merely to listen and get auditory impressions. The teacher should read the charts to the children several times to give them a pattern of how the sentences really sound and to demonstrate a normal reading speed.

On succeeding days other reading units should be developed and printed. Six to ten charts should be made from delightful and meaningful experiences.

The second step for the child is to look and get visual impressions of the units as wholes. The teacher will read a unit and let the children find the different copies of it. Gradually through many experiences with them the children will learn to distinguish the unit about the walk from the one about the kitten, or from the one about the dog, or the car, or whatever the others may turn out to be.

When the children can discriminate among six or eight such reading units (that is, know one from the other, as the one about our walk, the one about our kitten, the one about our playhouse or garden), then the next step may be taken.

The next step is to break up the units and give the children visual impressions of sentences. The teacher will pick up one of the little reading units and read the first sentence, for example, "We had a walk." As she reads the sentence she will indicate the left to right movement. Then she will see if the children, or see which children, can locate that sentence on the other two copies. She will follow the same procedure for the other sentences in the little unit of reading. The teacher then may take a pair of scissors and cut off the first sentence, while the children watch. Then she will cut off the other sentences. She should be careful to have the children look upon each sentence as a unit. Later she will have the children match each sentence with its uncut duplicates. In this same way the teacher will cut into sentences one copy of each of the units of reading. The uncut reading units may be distributed over the blackboard ledge, on specially prepared easels, on the floor, or hung by little clasps on a long string or wire stretched across a wall at a height on a level with the child's eyes. The teacher will see to it that the children have many experiences with finding sentences as she reads them and matching duplicate sentences. Thus gradually the children will take the next step and read the sentences for themselves.

When this point has been reached, the second of each set of charts may be cut into sentences. The teacher may use them as drill on the recognition of individual sentences. Then she will direct the children's attention to the next step: the recognition of phrases and words which make up each sentence. She may do this by reading a sentence carefully to the children and pointing to the phrases. For example she may read the sentence *We had a walk* and as she does so she will point to the phrases *We had* and *a walk*.

Next the teacher may fold the sentence card so that only *We had* is seen, and then *a walk*. This should be done with many sentences—always those which the child knows as wholes. Then

the teacher should cut the sentences into words and phrases. Thus gradually the children will come to know *We had, We went, is wet, We like, We, is*, and so on through the list of words and phrases.

A shoe box may be used as a file, and the word and phrase cards placed in it to be used not for teaching but for drill and maintenance games. The third copy of the experience-reading unit should not be cut up, but should be made into a book, the leaves of which may be fastened with rings. An attractive cover may be made on which is printed "Our Big Book." Let the children read from this book at frequent intervals.

3. *Using substitute experiences.* Having used real experiences so far, the teacher may use vicarious experiences next. She may tell an incident or story using content and vocabulary similar to those in the Pre-Primer, such as: "Once there was a little white kitten. It was lost in a big city. It was cold and lonesome. Rain came and the poor little kitten got wet. Just then a dog came along. He saw the kitten shivering in the rain. So he grabbed it by the skin and took it to his own warm little house."

When the teacher has finished telling the little story she may arouse interest in making a reading unit about it by saying, "Would you like to make your own story about this little kitten?"

Having gained the desired response from the children, the teacher will continue, "What could we say?"

A discussion might bring out a unit somewhat like this:

A little kitten was lost.
It was cold and wet.
A dog came by.
He saw the wet kitten.
He barked and barked.
He took the kitten to his house.

As the units of reading become longer, the teacher need not make three copies as at first nor need she cut them into sentences. By letting the children read these units the teacher will provide a good transition to both the content and the vocabulary of the Pre-Primer.

4. *Making the final check.* Before introducing the children to the Pre-Primer a final check should be made to see that they are ready for it, and further work should be planned for any who may not be ready. As a supplementary guide to her knowledge of the pupils' readiness to read, the teacher will want to refer to the list of necessary abilities and attitudes on page 11. All pupils who rate favorably on all these desirable points, read the experience charts acceptably, and recognize all the words in the first unit (pages 2 through 9) of the Pre-Primer may be considered ready to read the Pre-Primer successfully. Grouping of the class should be so flexible that shifting a child from one group to another is done easily.

THE PRE-PRIMER PERIOD

Teaching Stages

The Pre-Primer Period is naturally divided into three Teaching Stages: (1) Preparation for the Pre-Primer; (2) Developing Mastery of the Pre-Primer; and (3) Fluent Reading of Pre-Primer Material. The first Teaching Stage precedes the introduction of the Pre-Primer. It is a readiness stage. The second Teaching Stage is a stage of growth and development in reading power through mastery of the Pre-Primer. The third stage is a review and easy-reading stage, following the completion of the Pre-Primer, fixing the reading skills previously developed, and giving the child confidence and pleasure.

Purposes of the Pre-Primer Period

During the Pre-Primer Period, the teacher should provide the children with wide experiences of both a reading and a nonreading nature. Through these experiences each child will work toward the following goals:

1. Growth in powers of self-direction and persistence.
2. Increase in oral language power.
3. Development of desirable attitudes toward books.
4. Development of powers of attention.
5. Increase in ability to follow directions.
6. Ability to read in a book.
7. Increase in development of adequate eye-sweep and ability to read from left to right.
8. Increase in the ability to see a purpose in reading.
9. Increase in power to read to himself and to others fluently and with enjoyment and understanding.

The reading and nonreading activities should be carried on concurrently. Suggestions for administering reading activities are begun on page 24. Suggestions for carrying out nonreading activities appear on pages 38 and 39.

Basic Reading Activities

Materials. The following is a list of the materials to be used in carrying on the basic reading activities of the Pre-Primer Period:

1. Experience-activity charts
2. The Laidlaw Pre-Primer
3. The Laidlaw Picture, Form, Word, and Phrase Cards
4. The Activities Book for the Pre-Primer and Primer
5. Supplementary word or picture cards made by the teacher if desired
6. Supplementary pre-primers if available

Teaching Stage I: Preparation for the Pre-Primer

Purpose. The purpose at this stage is to prepare the children for the Pre-Primer in such a manner that successful beginnings in their first book reading will be assured.

Procedure. The teacher, having followed the procedure outlined for the Reading Readiness Period, will find that she needs to spend very little time on this transition stage. At this point she will, of course, make such changes in grouping as seem advisable.

Those children who have evidenced general readiness to read will already have been given much practice in reading from charts. The teacher will see to it that their chart reading has given them a familiarity with all the words used in the first unit (pages 2 through 9) of the Pre-Primer and that drill and maintenance games have insured their immediate recognition of these words and phrases. Through conversation and use of the colored Picture Cards she will interest the pupils in the characters of the Pre-Primer and create a desire to read about them.

As a result of testing and observing she will know which children are ready to read the Pre-Primer, which are almost ready, and which are least ready. Those children who are ready she will introduce immediately to the Pre-Primer, following the suggestions outlined under Teaching Stage II. To prepare those

children who are not ready, she will continue with the program outlined for the Reading Readiness Period.

Teaching Stage II: Developing Mastery of the Pre-Primer

The content of the Pre-Primer consists of centers of interest or Learning Units which follow one another in natural progression so that the child, at all times, is offered material suitable to his maturity level and to his power to read. Each unit is designed to stimulate the child's interest and to give him a reading purpose.

The teaching procedure for developing mastery of the Pre-Primer is organized on the basis of the Learning Units.

LEARNING UNIT ONE

Jack and Nancy, pages 2 through 9

This unit arouses the child's interest in story characters who are like people he knows and lives with. It creates in him a desire to know more about these characters than he can get from the pictures alone.

Purposes. In presenting Learning Unit One, the teacher will work toward the accomplishment of these purposes:

1. To introduce the Pre-Primer in such a way that the children will experience satisfaction and pleasure in their first book reading.
2. To perfect the children's mastery of sight words previously learned.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Introduction of the book.* By appropriate and brief remarks the teacher will prepare the pupils to enjoy a new school experience. The introduction of the book can be made in several ways. One effective method is suggested in the following paragraph. Any method that combines the desire to read a real book, with motives for final, conclusive drill, will be satisfactory.

The teacher may discuss with the children the reading they

have done with cards and charts. She may raise the question whether grown-up people just read charts. The children will at once say that grown people read books and papers and magazines. The teacher may ask if they, too, would like to read books. The response from the children will of course be favorable. The pupils should be reminded that they already know something about Jack and Nancy, their home, their father and mother, the baby and their dog, Penny. The teacher may then tell the pupils that they are going to read about Jack and Nancy in a real book.

The Pre-Primer may be presented to the pupils in various effective ways. The presentation should be simple, pleasant, and free of confusion. Two basic facts should guide the teacher: (1) the children must be ready — through previous preparation — to read pre-primer material in a book; (2) the teacher must open the book and bring the children to its contents while their interest is keen. Only the briefest preliminaries should delay their real acquaintance with the book.

2. *The first reading.* The children will already be familiar with the eleven words which occur in the first unit of the Pre-Primer when the book is introduced. Therefore this unit is one in which attention is given not to learning new words but to fixing more firmly through additional experience with them words previously learned and to finding pleasure in reading in a book.

The pupils and the teacher will talk about the picture on page 2. The illustration will show the pupils some of the people they have talked about in the Reading Readiness Period. The pupils will see that the people are looking at something. Page 3 will show them Jack, at whom the mother, father, girl, and baby are looking. The pupils will know Jack, and be able to read his name. Then they may read his name on the blackboard, on the cards, and on the charts. The teacher will make sure all the way along that no child is guessing or slipping through without knowing every word and phrase. Each new lesson or page will be preceded by review of the entire unit.

Throughout these first experiences in book reading, the teacher will combine picture recognition and talk with word recognition

and drill on charts. The teacher must know just what she expects from the pupils, and then make sure that the program is carried out.

It is desirable that all books be collected at the end of the reading period, so that children will not lose their class interest by reading ahead by themselves. Throughout the book, care should be taken that the children appreciate and really understand all they read.

3. *Audience reading.* Audience reading should be a part of every reading period at this stage. The teacher may assign a child to read, for example, pages 6 and 7. She may ask for volunteers. Having decided that John is to read, she anticipates all possible problems by asking such questions as:

Do you know where it says *Jack*?

Where is *He*?

Where does it say *to the house*?

Or she may use the Word Cards and Phrase Cards, saying:

Find this in your book (showing *Jack*).

Find this word (showing *He*).

Find this word (*runs*).

Find this (*to the house*).

Then the teacher will continue by saying, "Now let us all close our books and listen while John reads to us."

The rest of the children will close their books while the one child reads. This technique for oral reading will be found effective. Every period should have one or two children reading aloud to the class.

4. *Drill.* The study, the audience reading, the interpretation of the picture having been done, a quick short drill might follow. The teacher will hold up cards not only containing the new words and phrases but also review words and phrases. One child may say them all, or they may take turns, or respond as called upon. By constant checking, the teacher will keep informed concerning her pupils' individual activities and needs. A variety of games may be used to make the drill attractive.

The teacher whose pupils have the Activities Book for the Pre-Primer and Primer will find in it many drill exercises.

5. *Purposeful seatwork exercises.* At this stage all activities which have to do with reading should be supervised. The child should have opportunity to work at any one of the several centers of interest listed on pages 38 and 39. Although a long list of activities has been suggested, not more than five or six should be going on in the classroom at any one time. The teacher will see to it that definite educational outcomes are being realized through the centers of interest. Aside from the more or less manipulative activities, there can be dramatic play, conferences, storytelling, songs and rhythms, the learning of rhymes, and other creative group activities. These group activities need direct teacher supervision.

As soon as children are able to work independently or with a diminishing amount of supervision, their reading material should be enlarged by supplementary exercises. The experience reading units, vocabulary cards, reading games such as conundrums made by the teacher and teacher and children jointly, all supply good material. The teacher must be very careful that the exercise does not become merely a time-filling activity. Every exercise must be suited to the child's needs. It must suit some child purpose; there must be a minimum chance for mistakes, and it must always be checked.

6. *Test exercises.* The checking is part of the instruction all along the way. Without knowing the child's needs, the teacher cannot plan her work. Such tests should be frequent, informal, and in the nature of games.

7. *Progress.* From time to time regrouping will be advisable. In a group of twelve or fifteen two or three children will perhaps not be able to keep up. By the time the first group is reading in the Pre-Primer, the next group may be beginning their experience chart stage. The slow-moving children in the first group may join the second group and read again from charts. This review will give the children self-confidence, and it is possible that their regular book reading will be improved. If not they may read with the second group entirely.

8. *Individual needs.* Each teacher will develop ways of caring for the individual needs of the children. But these needs

must not be allowed to accumulate until the child loses his security in his group or until he must be put into a remedial class.

High standards of accomplishment must be maintained. If possible the child of lesser ability should be placed with a group with which he can work successfully. The goals set for the less capable group will of course be fewer and simpler than those for the more able readers, but each group must be held to perfect accomplishment of the goals set for it.

Concluding the unit. The teacher will recall the purposes of this unit; if they have been accomplished, the children are ready for the next unit. The teacher will provide for any who may be unprepared by extra work or by regrouping.

LEARNING UNIT TWO

The Children and the Chairs, pages 10 through 23

This unit interests the pupils in the understandable and appealing activities of the story children at play.

Purposes. In presenting Learning Unit Two, the teacher will work toward the accomplishment of the following purposes:

1. To teach the children the rest of the nineteen sight words which they have not yet learned. (See Word List, page 64.)
2. To observe their ability to discriminate likenesses and differences in words as: *he, her; it, in; over, from; red, her.*
3. To observe the pupils' ability to discriminate sounds in the words of their vocabularies.
4. To enrich their speech.
5. To increase the children's interest in reading about Jack and Nancy.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Before introducing the children to the actual reading of this unit, the teacher should make sure that they are familiar with all the concepts involved in the material from pages 10 through 23 and that they have skill in all the oral aspects of the vocabulary for these pages. She should do this through informal conversation and various nonreading activities and

games. The purpose of such anticipatory practice is to eliminate the danger of excessive halting and time-wasting during the actual reading period.

2. *Reading.* The actual reading lesson will be guided by three distinct procedures: (1) teaching, which means anticipating the child's difficulties and guiding him by helpful questions, suggestions, and discussion so that he will meet the reading problem successfully; (2) drilling, giving many experiences with the same skill to help the children master it; and (3) testing, determining the children's need for further teaching and drill.

In order to avoid word reading and to guarantee fluency and meaning, the teacher must emphasize thoughts, not individual words. This she may do by asking the child a question or suggesting a question to which the sentence or the phrase to be read is an answer. For example in teaching page 11, she may say, "Look at the first line and tell me where Jack comes from." The natural response of the children will be "Jack comes from the house." The teacher should have several children read this sentence until they get a pattern of reading it rapidly. She will proceed with the other two sentences in the same way.

When the children can read all three sentences acceptably, the teacher should direct them to find individual words and phrases. For example, she may ask, "Where does it say 'from the house,' 'runs and runs,' 'has something,' 'comes,' and 'the'." Then she may hold up phrase cards and word cards and ask the children to name them and to find them in the reading lesson.

In this unit, as in Unit Four and Unit Six, special attention should be given to vocabulary development, for, as is apparent from a study of the Word List on page 64, these three units have been planned especially to add to the child's list of sight words. Units One, Three, Five, and Seven, however, contain few new words and are designed as absorption units.

3. *Test exercises.* The teacher should test informally as she goes along. Do not allow disabilities to pile up. Be sure that the children are learning the essential things each day. If they are not, the teacher should analyze the procedure and find the cause,

whether it be that the child needs further experience or explanation to understand concepts, that he does not have enough sight words, that there has not been sufficient drill, or that the material has been gone over too rapidly. Having made this analysis, the teacher will reconstruct her teaching to take care of the disabilities.

In addition to tests of her own devising, the teacher will use those given in the Activities Book.

4. *Speech training.* Take care that the children pronounce accurately all new words; train them in auditory discrimination and in speaking in complete sentences.

There are many dramatic experiences that children enjoy every day. Telling these and discussing them gives opportunity for much language training. Enjoying stories, planning activities, telling experiences — all should have a place on the daily program. No period in a daily program, however, should be observed merely because it is on the program. There should be a vital experience in each such planned schedule, be it rhythm, science and nature study, social living, numbers, dramatic play, language, or reading. Language is being taught every minute of the day. No one-word answers should be accepted. The question in the hands of a teacher can be one of her finest teaching instruments.

Use the Picture Cards to check individual speech needs.

Concluding the unit. The teacher will want to refer to the purposes of this unit and make sure that all of them have been accomplished. Many suggestions given in specific units will be found valuable for use throughout the book. Such suggestions will be easily recognized by the teacher.

LEARNING UNIT THREE

Father and the Big Box, pages 24 through 31

This unit introduces a surprise element and thus appeals to a universal child interest.

Purposes. In presenting Learning Unit Three, the teacher will work toward the accomplishment of these purposes:

1. To teach relatively few new sight words and to provide much practice with words previously learned.
2. To improve visual and auditory discrimination.
3. To continue speech training.
4. To develop further the ability to read smoothly in thought groups.
5. To increase the child's enjoyment of reading.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Lead the pupils to be interested in a surprise that Jack and Nancy had. Make sure that the children are familiar in advance with the oral aspects of the new words. (See Word List.)

Some words are more difficult to learn than others. Among these difficult words are words which cannot be experienced like *what*, *in*, *out*, and *at*. They are the integral parts of phrases and should not be separated from their phrases until the child has more reading power; then they should be given special attention. Special drill should be given with the phrases in which these words occur.

2. *Reading.* Follow the technique suggested for the previous unit.

3. *Purposeful seatwork exercises.* If the children need more practice, the teacher will prepare hectographed or mimeographed reading exercises of her own, using the vocabulary learned so far.

4. *Speech training.* The teacher will want to require constant practice in pronunciation, enunciation, and articulation, and to work for pleasant, low pitched voices, and accurate phrasing.

5. *Test exercises.* When the children seem to have comprehended the ideas and to have mastered the new words and word groups, the teacher will test them informally by cards and her own questions to discover group and individual weaknesses.

6. *Individual needs.* Reteach all the words and phrases which the children have not mastered. The teacher may use the vocabulary cards, homemade charts and her own mimeographed materials to perfect the mastery of the vocabulary.

Concluding the unit. Check the purposes for this unit and make sure that they have all been accomplished. Keep in mind the possible necessity of regrouping the children and of supplementary work.

LEARNING UNIT FOUR

The Lost Penny and the Dog, pages 32 through 43

This unit utilizes the child's natural interest in finding something which has been lost and culminates in a surprise which will delight him.

Purposes. In presenting Learning Unit Four, the teacher will work toward the accomplishment of these purposes:

1. To teach eighteen new sight words. (See Word List, page 64.)
2. To continue training in visual and auditory discrimination.
3. To continue speech training.
4. To continue to develop smooth, well-phrased, thoughtful reading.
5. To teach children to enjoy suspense in a narrative.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* After the concepts involved and the oral aspects of the new words have been introduced, following the methods suggested in previous units, the teacher will make her approach for this unit in combination with the reading procedure. First she will want to introduce two new characters, the mother and the baby. Then it will be seen that several reading episodes occur in this unit and must be built up with the children one by one toward the final suspense and climax in the last three pages. By proceeding page by page with the children, the teacher will keep up the suspense for each episode in the unit.

2. *Purposeful seatwork exercises.* See instructions for Unit Three.

3. *Test exercises.* See instructions for Unit Two.

4. *Individual needs.* This unit is so dramatic and so rich in reading that children will enjoy going over it many times. Thus

weaker children will get more drill and the repetition will reveal to the teacher individual needs.

Concluding the unit. Bear in mind the necessity of accomplishing the intangible purposes — such as enjoyment of narrative suspense — as well as the objective purposes.

LEARNING UNIT FIVE

A House for Penny, pages 44 through 47

This unit creates in the child a wish to see a shelter provided for a pet he has learned to love.

Purposes. In presenting Learning Unit Five, the teacher will work toward the accomplishment of these purposes:

1. To teach the two new sight words and to provide much reading practice with words previously learned.
2. To review previous word lists and phrase groups.
3. To continue speech training.
4. To continue the other objectives of Unit Four.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Through a discussion of the picture on page 44 lead the children to understand Penny's need for a house.

2. *Reading.* The same question and answer technique of reading will be used in this unit as that used in Unit One, except that the questions here should be more searching and should bring out more nearly complete answers from the pupil, who now has more reading power.

3. *Review.* Since this unit contains only two new words and forty-six of the fifty-seven words that have been introduced previously, it furnishes an opportunity to review words which may not have been mastered in previous units. (The words not repeated in this unit are *bark, blue, find, ground, has, her, near, on, open, run, to.*) Present the unlearned words again in phrase or sentence context.

Since all the characters previously introduced appear in this unit, since much of the action goes back for its motives into previous material in the book, and since many sentences may be

used to recall some of the earlier incidents in the book, this unit may be used to advantage not only to review vocabulary but to review the other aspects of reading in the Pre-Primer.

Concluding the unit. The teacher will want to make sure that all pupils' weaknesses as shown in the review are taken care of by rereading or regrouping.

LEARNING UNIT SIX

What Penny Found, pages 48 through 58

This unit develops an exciting episode in the life of the children in the story and adds a new pet to their possessions.

Purposes. In presenting Learning Unit Six, the teacher will work toward the accomplishment of these purposes:

1. To teach fifteen additional sight words.
2. To increase the child's perception of likenesses and differences among words.
3. To continue speech training.
4. To perfect the ability of children to read in thought groups with good phrasing, accurate pronunciation and enunciation, and with keen enjoyment.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Lead the children to an interest in the subject of pets that run away. Lead them to wonder about Penny and what he did. Keep the talk pertinent and brief.

Make sure that the children know the oral aspects of the new words before the reading begins and pay particular attention to those words which are less concrete and colorful than others in the lesson.

2. *Reading.* Continue to conduct the reading by the question and answer procedure.

3. *Speech training.* See suggestions on pages 31 and 32.

4. *Test exercises.* The teacher will use the test exercises in the Activities Book in checking individual and group needs.

Concluding the unit. Check the specific purposes of this unit and make sure that they have been accomplished.

LEARNING UNIT SEVEN

A Box for the Kitten, pages 59 through 63

This unit appeals to the child's desire to provide a shelter for another loved pet, and brings the theme of the book to a successful conclusion.

Purposes. In presenting Learning Unit Seven, the teacher will work toward the accomplishment of these purposes:

1. To teach the three new sight words and to give much reading practice with words previously learned.
2. To determine how many words of the Pre-Primer list each child has mastered.
3. To make sure that the children have attained the objectives set up on page 23.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* The teacher will point out to the child that Penny, the dog, is well taken care of. Then there arises the problem of the kitten which has no name and no home.

2. *Reading.* Continue to conduct the reading by the question and answer procedure.

3. *Individual needs.* Through a general and specific review of the Pre-Primer the teacher will want to strengthen the weaknesses of any pupils who in their own group have failed in some way to keep up. Regrouping may take place at this time before proceeding into the free reading period.

The teacher will want to encourage the children to look upon their Pre-Primer as a friendly book to be returned to from time to time for enjoyable and easy reading.

4. *Test and drill exercises.* In addition to many informal test and drill exercises which she will devise, the teacher will use those in the Activities Book.

Concluding the unit. Make sure, before proceeding to the next stage, that all the instructional value of the Pre-Primer has been utilized. Check all objectives and ascertain the degree to which each child has attained them. On the basis of such a summary, regrouping may take place and individual needs be taken care of.

Teaching Stage III: Fluent Reading of Pre-Primer Material

This unit provides the children a period of rather easy reading during which they may perfect their mastery of the Pre-Primer vocabulary while learning comparatively few new words.

Purposes. During this stage the work of the teacher will be guided by these purposes:

1. To relieve the child from the necessity of learning many new words, and to perfect his reading skill by practice with additional easy material.
2. To perfect the child's control of troublesome words.
3. To provide a period of cursory reading in which the child, having acquired basic skills, enjoys reading for its own sake.

Procedure. The following general procedure is suggested for carrying out the purposes of this stage:

1. *Preparation of the materials.* The teacher should prepare for this stage by making a careful examination of the available pre-primers to determine what use can be made of them in providing a period of easy reading. To do this she should first study, in comparison with the Pre-Primer of THE LAIDLAW BASIC READERS, their word lists and story themes. Arrange the pre-primers in sequence according to the degree to which they correspond with the basic Pre-Primer. The one most related to the basic Pre-Primer in vocabulary, is the one to use first for supplementary reading, providing it is an interesting and attractive book. In schools in which facilities are limited and suitable supplementary pre-primers are not available, the teacher will find it desirable to omit this unit and go directly to the basic Primer.

2. *Approach.* The teacher will arouse an interest in the characters of the new pre-primer. She will also divide the new pre-primer into appropriate Learning Units.

3. *New words.* There should be few new words in the supplementary pre-primer, but the child should be given help with those which do occur so that they will not detract from his enjoyment of the reading.

4. *Reading.* If the material is well-selected, the pupils should

be able to read it naturally and easily. Let them read to themselves before reading to others. Emphasize correct pronunciation, proper grouping, and meaningful expression in reading.

5. *Desirable outcomes of Teaching Stage III.* Stage III should result in the following desirable outcomes:

- a. The children should exhibit signs of much enjoyment of reading.
- b. They should show evidences of ability to read rapidly to themselves with decreasing use of the lips and finger pointing, and should read to others smoothly.
- c. They should show less and less confusion with new words and should have mastered the vocabulary of the Pre-Primer and the supplementary pre-primers by the end of this stage.

Nonreading Activities

Suggested types. Even before a child begins to read, his education should be progressing through experiences of a nonreading nature. The teacher, knowing her own pupils and the availability of materials, can plan nonreading activities especially suited to their interests and needs. It is not desirable to have more than five or six activities in progress at the same time. The following list suggests various types of nonreading activities which the teacher may wish to use:

1. Making scrapbooks with pictures cut from old magazines.
2. Making little booklets to hold typewritten stories or hectographed units of reading.
3. Building with blocks of various kinds.
4. Modeling with clay.
5. Playing with dolls and toys.
6. Taking care of a pet.
7. Making things from wood.
8. Sewing.
9. Caring for a dish garden, plants and bulbs in cans, or a real garden.
10. Dressing up in old costumes.

11. Playing games and solving simple puzzles.
12. Keeping the schoolroom in order by taking care of wraps, plants, scissors and other things.
13. Using scraps of discards such as spools, ribbons, bits of cloth or leather, paper, and string in any creative way.
14. Enjoying picture books. (A browsing table equipped with several good picture books should be used for this purpose.)
15. Playing school and engaging in various types of dramatic play.
16. Arranging pictures and other things of interest on a bulletin board. (In time the bulletin board may grow into a class newspaper.)

Objectives. These nonreading activities, however, must not be regarded as merely busywork or time-consuming activities but should be made responsible to contribute to the child's growth in a wide range of educational objectives.

Any one of the activities listed above may be analyzed into the educational aims it serves. For example, when the children are playing with blocks, the teacher will see to it constantly that definite and worth-while values are being realized by asking herself questions such as:

1. Is this experience with blocks helping the child to acquire a rich and meaningful vocabulary? What words and phrases is the child learning from this play?
2. Is the child growing in concepts about different kinds of buildings such as a store, garage, office, school, house, and barn?
3. Is he developing self-control in handling the blocks by placing and laying them instead of throwing or knocking them down?
4. Is this experience contributing to his power of concentration and purposeful doing?
5. Does he tend to share his accomplishments with others?
6. Does this activity encourage him to develop a large play scheme, constantly more involved, or does he tend to make the same small thing over and over?

THE PRIMER PERIOD

Teaching Stages

The Primer Period is naturally divided into three Teaching Stages: (1) Preparation for the Primer; (2) Developing Mastery of the Primer; and (3) Fluent Reading of Primer Material. The first Teaching Stage precedes the introduction of the Primer. It is a readiness stage. The second Teaching Stage is a stage of growth and development in reading power through mastery of the Primer. The third stage is a review and easy-reading stage, following the completion of the Primer, fixing the reading skills previously developed, and giving the child confidence and pleasure.

Purposes for the Primer Period

During the Primer Period, the teacher should provide the children with wide experiences of both a reading and a non-reading nature. Through these experiences the child will continue to work toward the following goals set up for the Pre-Primer:

1. Growth in powers of self-direction and persistence.
2. Increase in oral language power.
3. Development of desirable attitudes toward books.
4. Development of powers of attention.
5. Increase in ability to follow directions.
6. Increase in development of adequate eye-sweep and ability to read from left to right.
7. Increase in the ability to see a purpose in reading.
8. Increase in power to read to himself and to others fluently and with enjoyment and understanding.

He will also work toward these additional Primer goals:

1. Growth in power to read in sentence units.
2. Power to read the carry-over sentence.
3. Ability to interpret sentences in his own words.
4. Ability to note similarities and differences in word forms.
5. Increase in power to get words from context.

6. Growth of confidence in power to read.

7. Beginning development of ability to read paragraphs.

The reading and nonreading activities should be carried on concurrently. Suggestions for administering reading activities begin on page 42; nonreading activities, on page 64.

Program for Speech Improvement

At appropriate intervals throughout the Primer, there are special speech lessons. The sounds are presented in the order of the simplicity in making them. The particular sounds developed in the Primer, therefore, are those represented by the letters *m, p, b, w, wh, f, and v*.

In presenting the speech program the teacher will be guided by the specific purposes set up in each speech lesson and she will also work constantly toward the accomplishment of the following general goals:

1. To give the children good patterns of pronunciation, enunciation, and articulation and to encourage them by example to use pleasant speaking voices and good phrasing.
2. To give the children pleasure in group reading.
3. To help the children find pleasure in rhythmic verse.
4. To help them see the value and beauty of precise speech.
5. To prevent reading disabilities arising from defective speech.

In addition she will encourage the children to develop and observe desirable standards not only in their special speech lessons but also in their reading and their conversation. By careful planning the teacher will lead the children to make their own standards. They will probably include the following:

Do I stand or sit tall?

Do I know what I am going to say?

Do I look at the children when I speak?

Am I easily heard?

Am I easily understood?

Do I have a friendly voice?

Do I always use the right word?

Basic Reading Activities

Materials. In carrying out the basic reading activities of the Primer Period the following materials will be used:

1. Experience-activity charts if desired
2. The Laidlaw Basic Primer
3. The Laidlaw Picture Cards and Form Cards
4. The Laidlaw Word Cards and Phrase Cards
5. The Laidlaw Primer Activities Book
6. Supplementary word or picture cards made by the teacher if desired
7. Supplementary primers if available

Teaching Stage I: Preparation for the Primer

Purpose. At this stage the teacher's purpose will be to prepare the children for Primer reading in such a manner that they will have successful beginnings in their new book.

Procedure. The teacher, having used the Laidlaw Reading Readiness material and the Laidlaw Pre-Primer, will find that she needs to spend very little time on this transition stage. She is already familiar with the desirability of dividing her class into groups. At this point she will, of course, make such changes in grouping as seem advisable. As a result of testing and observing she will know which children are ready to begin Primer reading, which are almost ready, and which are least ready. Those children who are ready she will introduce immediately to the Primer, following the suggestions outlined under Teaching Stage II. To prepare those children who are not ready, she will continue with the program outlined for the Reading Readiness and Pre-Primer Periods.

Teaching Stage II: Developing Mastery of the Primer

The content of the Primer consists of centers of interest or Learning Units which follow one another in natural progression so that the child, at all times, is offered material suitable

to his maturity level and to his power to read. Each Learning Unit is designed to stimulate the child's interest and to give him a reading purpose. Within the Learning Units are special speech lessons carefully planned to meet the child's needs and abilities.

The teaching procedure for developing mastery of the Primer is organized on the basis of the Learning Units and the special speech lessons. The suggestions for presenting the speech lessons appear at the end of each Learning Unit.

LEARNING UNIT ONE

Penny and Snow, pages 4 through 19

This unit arouses the pupils' interest in the activities of the story children and their pets—activities of such a universal nature that children everywhere may well have experienced them.

Purposes. In presenting Learning Unit One, the teacher will work toward the accomplishment of these purposes:

1. To interest the children in the characters of the Primer.
2. To teach the new sight words which appear in this unit. (See Word List, page 128.)
3. To give training in smooth oral reading and thoughtful silent reading.
4. To have children begin to observe that related sentences are grouped together.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* The teacher will introduce the Primer by recalling with the children the things they already know about Jack and Nancy, their home, their father and mother, the baby, and their pets. Through informal conversation, games and discussion, she will see to it that the children understand the concepts which are presented in the first unit of the Primer and that they are familiar with all the oral aspects of the vocabulary presented in the first unit.

2. *Introduction of the book.* The Primer may be presented

to the pupils in various effective ways. The presentation should be simple, pleasant, and free of confusion. Two basic facts should guide the teacher: (1) the children must be ready—through previous preparation—to read primer material; (2) the teacher must open the book and bring the children to its contents while their interest is keen. Only the briefest preliminaries should delay their real acquaintance with the book.

One reading period might be spent profitably in getting acquainted with the book and having the children see the different interests that are taken up.

3. *Reading.* The actual reading lesson will be guided by three distinct procedures; (1) teaching, which means anticipating the child's difficulties and guiding him by helpful questions, suggestions, and discussion so that he will meet the reading problem successfully; (2) drilling, giving many experiences with the vocabulary to help the children master it; and (3) testing, determining the children's need for further teaching and drill.

In developing the reading lesson, to avoid word reading and to guarantee fluency and meaning, the teacher must emphasize thoughts, not individual words. This she may do by asking the child a question or suggesting a question to which the sentence or the phrase to be read is an answer. For example, in teaching page 5, she may say, "Here is someone. Look at the first line and tell me who it is." The natural response of the children will be, "Here is Jack." The teacher should have several children read this sentence until they get a pattern of reading it rapidly. Then she will proceed to the next sentence by saying, "He is playing with someone. With whom is he playing?" The response will be, "He is playing with Penny."

When the children can read all three sentences acceptably, the teacher should direct them to find individual words and phrases. For example, she may ask "Where does it say 'here is,' 'is playing,' 'with Penny,' 'his dog.' " Then she may hold up word cards and ask the children to name the words and to find them in the reading lesson. These and similar techniques should be followed throughout the unit.

It is desirable that all books be collected at the end of the reading period, so that children will not lose their class interest by reading ahead by themselves. Throughout the book care should be taken that the children appreciate and really understand all they read.

4. *Audience reading.* During every period one or two children should read aloud to the class. The children must be trained to give attention when listening to oral reading. The teacher may assign a child to read, for example, page 7. She may ask for volunteers. Having decided that George is to read she anticipates all possible problems by asking such questions as:

Do you know where it says *Jack*?

Where is *now*?

Where does it say *in his mouth*?

Where does it say *the stick*?

Or she may use the word cards, saying:

Find this in your book (showing *stick*).

Find this word (showing *mouth*).

Find this word (showing *has*).

Find this word (showing *now*).

“Now let us all close our books and listen while George reads to us.”

The rest of the children will close their books while the one child reads. This technique for oral reading will be found effective.

5. *Understanding sentence groups.* From their chart reading the children are already aware that several sentences may tell about the same thing and that the sentences which tell about one thing, for example, the kitten, are all grouped together in one little reading unit, while those about the dog, or whatever the different subject may be, are grouped together in another little reading unit. Thus at the outset, naturally and unconsciously, the child has taken an elementary step toward paragraph understanding.

In this first unit of the Primer the teacher will increase the child's awareness that related sentences are grouped together. For example when, following the reading procedure suggested

on page 44, they have read all of page 10, the teacher will point to the first group of sentences on the page and say, "This part tells where Penny found the stick. Who would like to read this part to us?" When a child has volunteered to read the group of related sentences, the teacher will proceed according to the suggestions given above for audience reading. When the first group of related sentences on page 10 has thus been read, the teacher will point to the next group and say, "This part tells us what Penny did with the stick." Then she will continue the procedure she used for the first group of related sentences.

Thus by referring to related sentences as a unit and by having the children volunteer to read the related sentence group as a whole, the teacher will continue to build in them an understanding that related sentences are grouped together. By beginning in this simple way and proceeding gradually step by step, the teacher will find that when she introduces her pupils to real paragraph reading later, it will present little difficulty for them.

6. *Drill.* When the study, the audience reading, and the interpretation of the picture have been finished, a quick short vocabulary drill should follow. The teacher may hold up cards containing not only the new words but also review words. One child may say them all, or they may take turns, or respond as called upon. The teacher should encourage the children to note likenesses and differences in configuration of words. By constant checking, she will keep informed concerning her pupils' individual vocabulary needs. A variety of games may be used to make the drill attractive.

7. *The Primer Activities Book.* The teacher whose class is supplied with the Primer Activities Book will find in it a variety of maintenance and functional exercises. Accompanying each activity lesson are complete instructions for administering it.

8. *Purposeful seatwork exercises.* At this stage all activities which have to do with reading should be supervised. The child should have opportunity to work at any one of the several centers of interest suggested on page 64. Although a long list of

activities has been suggested, not more than five or six should be going on in the classroom at any one time. The teacher will see to it that definite educational outcomes are being realized through the centers of interest. Aside from the more or less manipulative activities, there can be dramatic play, conferences, storytelling, songs and rhythms, the learning of rhymes, and other creative group activities. These group activities need direct teacher supervision.

As soon as children are able to work independently or with a diminishing amount of supervision, their reading material should be enlarged by supplementary exercises, a rich source of which will be found in the Primer Activities Book. The experience reading units, vocabulary cards, reading games such as conundrums made by the teacher and by the teacher and children jointly, all supply good material. The teacher must be very careful that an exercise does not become merely a time-filling activity. Every exercise must be suited to the child's needs. It must suit some child purpose, there must be a minimum chance for mistakes, and it must always be checked.

9. *Test exercises.* The checking must be a part of the instruction all along the way. Without knowing the child's needs the teacher cannot plan her work properly. Such tests should be frequent, informal, and in the nature of games. The teacher will check for comprehension of ideas along with other aspects of reading.

10. *Progress.* From time to time regrouping will be advisable. Two or three children in a group of twelve or fifteen will perhaps not be able to keep up. By the time the first group is reading in the Primer, the next group may be beginning the Pre-Primer. The slow-moving children in the first group may join the second group and read again from the Pre-Primer. This review will give the children self-confidence, and it is possible that their regular Primer reading will be improved. If not, they may read with the second group entirely.

11. *Individual needs.* Each teacher will develop ways of caring for the individual needs of the children. But these needs must not be allowed to accumulate so long that the child loses

security in his group or until he must be put into a remedial class.

High standards of accomplishment must be maintained. If possible the child of lesser ability should be placed with a group with which he can work successfully. The goals set for the less capable group will of course be fewer and simpler than those for the more able readers, but each group must be held to perfect accomplishment of the goals set for it.

Speech Lesson One: My Top and I, pages 18 and 19. For general goals and suggested standards, see page 41.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *m* sound.
- b. To let the children discover that certain familiar words begin with the *m* sound.

2. *Procedure.* The teacher will talk with the children about the picture on page 18. She will discuss with them the sound that a top makes. Indeed she can demonstrate with a real top and have the children imitate the sound, encouraging them to keep their voices light, happy, and lively as they hum the *m* refrain. Care should be taken to see that they make the *m* sound, not just pronounce the letter *m*. Much dramatization and play can be entered into in these little verses. The children of course are not expected to read the speech poem, but from hearing the teacher say it, they will soon memorize the whole selection. The teacher should be very careful of her enunciation and pronunciation because the children will imitate her. She should encourage the children to look upon the poem as an enjoyable bit of verse to be returned to again and again.

When she has finished with the little poem, she will call the children's attention to the fact that some of the words they know start with the sound the top makes. She may say, "I am thinking of one. It is m-m-m-other. Can you tell another one?" She will continue this procedure only as long as the children's responses are spontaneous.

Concluding the unit. The teacher will recall the purposes of this Learning Unit. If they have been accomplished the chil-

dren are ready for the next unit. The teacher will provide for any who may be unprepared by extra work or by regrouping.

LEARNING UNIT TWO

Molly, pages 20 through 47

This unit appeals to the pupils' love of a surprise, presents a childlike problem, and carries it to a successful conclusion.

Purposes. In presenting Learning Unit Two, the teacher will work toward the accomplishment of these purposes.

1. To teach the children the new sight words which appear in this unit. (See Word List, page 128.)
2. To increase the children's ability to read through thought approach rather than mere vocabulary knowledge.
3. To enable children to read with increased enjoyment.
4. To increase their awareness that related sentences are grouped together.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* In introducing the children to this unit, the teacher will want to make certain that they all understand the oral aspects of the vocabulary and such concepts as a box and its purposes, the directive power of names, the uncle relationship, the nature and interest of surprises, the interest in smaller boxes within other boxes and the wrappings of boxes, colors and dyes that may run off when wet, the drying powers of the sun, and the possibility of repairing objects. These concepts will be taught through informal conversation without revealing the plot to the children.

2. *Reading.* See page 44 for the three important procedures which guide the reading lesson. Continue to use the question and answer technique begun in Learning Unit One. For example, in teaching page 20, the teacher may say, "Look at the first line and tell me who had a box." The natural response of the children will be, "Father had a box." The teacher may continue by saying, "Find the line that says 'It was a very big box.' Read it to us." Or on the next page, line 1,

the teacher may say, "What is the first thing Nancy says to her mother?" Or on page 23 the teacher may say, "Where does it tell that the box came from Uncle Bob?" Having introduced the meaning through these questions and answers involving responses in sentences, she will want to direct the pupils to find individual words and phrases by asking, for example, "Where does it say 'had a box,' 'a very big box,' 'it was,' 'surprise,' 'stick'?" She will give further practice with these words by writing them on the board, asking the children to name them and then to find them in the reading lesson. A word or phrase is enough until the children gradually learn to read script. Before long the blackboard will become the medium for the new phrases, new words, and review material.

For audience reading and understanding of sentence groups, continue the technique suggested in Learning Unit One.

3. *Purposeful seatwork exercises.* If the children need more practice in understanding concepts or sequence of happenings, the teacher may want them to make their own drawings of these characters and objects, then cut them out and paste them in sequence on paper, showing just when each of these characters or happenings came in the story. The pupils may, of course, look at their books in establishing the sequence of their own pictures. The children who need further practice may choose a character, draw a picture of it and dictate to the teacher a story about this chosen character. The teacher will then want to make this the children's own by writing down their words and preserving them for their own story about the character.

4. *Test exercises.* The teacher should test informally as she goes along, and not allow disabilities to pile up. She will make sure that the children are learning the essential things each day. If they are not, the teacher should analyze the procedure and find the cause, whether it be that the child needs further experience or explanation to understand concepts, that the child has not enough sight words, that there has not been sufficient drill, or that she has gone over the material too rapidly. Having made this analysis, she will reconstruct her teaching to take care of the disabilities.

5. *Individual needs.* Refer to page 47 for general technique. The individual needs will appear in various aspects in different children. That is, the need of some may be further study in words, of others in phrases, of still others in thought concepts, of others in rate of speed, of others in interest in reading, and any similar weaknesses that the teacher discovers. Reteaching of words, phrases, and concepts that the children have not mastered, and more development through conversation and demonstration of actual objects, where possible, may be desirable. The teacher may, for example, in demonstrating how Molly's name was on her coat show the children a name or initials on a handkerchief.

Speech Lesson Two: The Song of the Pop-Corn, pages 36 and 37. For general goals and suggested standards, see page 41.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *p* sound—both initial and final *p*.
2. To give them practice in distinguishing sounds through speaking other *p* sound words.

2. *Procedure.* The teacher will want to read the entire poem to the children emphasizing, of course the *p* sound which the poem stresses. She will keep in mind that there is no vocabulary emphasis here and that the children are not expected to be able to read the words in this poem. She may then explain to the children that the poem is divided into lines for her to read and lines for them to read. She will point out that their line is always the same except that at the end they say *pop* seven times instead of three. She will point out to them that they begin by saying *pop—pop—pop*, that her line follows, and that they again say *pop—pop—pop*, and so on. She may prefer at first to read the children's lines with them and to lead them in the reading of their own lines. It is desirable for the teacher to go through the poem in this way with the children several times, until they become entirely familiar with it and regard it as a piece of jolly verse to which they will return later to say it just for fun. Having fun with the poem will create in

the children knowledge that verse is enjoyable. The teacher should not, however, lose sight of the other aspects involved in this speech exercise.

When she has finished with the poem, she may have the children say familiar words which begin with the *p* sound.

Speech Lesson Three: Nibble Nose, pages 46 and 47. For general goals and suggested standards, see page 41.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *b* sound.
- b. To give them practice in distinguishing sounds through speaking other *b* sound words.
- c. To encourage the children to express different moods by varying their volume and inflection.

2. *Procedure.* The teacher will briefly discuss with the children school pets. She will tell them that they are going to read a little poem about a pet goat that some children had at school. The teacher will want to make use of the illustration in introducing the poem to the children, some of whom may not be entirely familiar with what a goat looks like.

When the children have become familiar with the poem from hearing the teacher say it, they will join in the refrain. The repetition of *baa, baa, baa* gives children the needed experience in the correct formation of the sound *b*. As soon as pupils suggest it, the teacher may let them say her lines, too. Different moods may be suggested in the *baa's* through varying the volume and inflection. The teacher may get the desired response by asking such questions as, "How would Nibble Nose talk if he were hungry? friendly? tired?"

As additional training, the teacher may have the children say familiar words which begin with the *b* sound, such as *bath*, *Bob*, and *baby*.

Concluding the unit. The teacher will want to refer to the purposes of this Learning Unit and make sure that all of them have been accomplished. Many suggestions given in specific units will be found valuable for use throughout the book. Such suggestions will be easily recognized by the teacher.

LEARNING UNIT THREE

Penny and Molly, pages 48 through 61

This unit engages the pupils' interest in realistic play and their enjoyment of suspense and surprise.

Purposes. In presenting Learning Unit Three, the teacher will work toward the accomplishment of these purposes:

1. To teach fourteen new sight words.
2. To increase the child's ability to read through thought approach rather than mere vocabulary knowledge.
3. To enable children to read with increased enjoyment.
4. To enable children to solve new word problems through context.
5. To emphasize to children the reality of things that may be read about.
6. To give the children practice in predicting outcomes.
7. To lead the children to see that related sentences are grouped together.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* In introducing this unit the teacher will want to make sure that the children are entirely familiar with all the oral aspects of the vocabulary and with such concepts as jumping the rope, bathing an animal, drying an animal in the sun, mussing one's hair, taking off a coat for freer activity, running in and out in a rope-jumping activity, doing special tricks or steps, expecting to find a thing where it has been left, surprise in not finding the thing where it has been left, understanding that a dog will carry things off, running under a bed as a hiding place, the necessity of an object's falling from a dog's mouth when he barks. In teaching these concepts, the teacher must make sure that she in no way discloses to the children what is to happen in the story they are to read. The narrative suspense must be kept always intact for them.

2. *Reading.* See page 44 for the three important procedures which guide the reading lesson. The teacher will continue the question and answer technique used previously. She will, how-

ever, gauge the amount of assistance she will need to give in the questions used to evoke answers. In a weak class the teacher may say for example in teaching line 1, page 48, "Someone came outdoors. Who came outdoors?" In a strong class the teacher will ask a question which gives less assistance, for example for line 1, page 48, she might say, "What did Nancy do?" Or on page 49, she might say, "Jack is talking to Nancy. What are all the things he says to her?" or "What is the first thing he says? What else does he say?" and so on. Or she might say for the second section of page 49, "What does he tell Nancy to do with the kitten?" Such questions give the child less hint of the answer. The teacher will not need to help the capable readers by hints. It is important for the teacher to be so familiar with the material and the capability of her pupils that she knows always the type of question to ask to bring out the comprehension that she wants.

In this unit the teacher should encourage the children to solve new word problems through context. For example, on page 56 the only new word is the word *bed*. When the first three sentences on this page have been read, it should not be necessary to ask a question using the word *bed* in order to get the children to recognize the new word in the next line. Instead, sum up the two previous sentences by saying, "He did not go to the chair and he did not go to the table. Where did he go?" The child will naturally respond, "He went to the bed." Thus by using the picture and the context he has solved the new word problem.

The teacher will continue to teach the children that certain groupings of thought take place, as on page 48, where the first group is five sentences, the second four, and the third three. She will let them discover that the first group is mainly about Nancy and the kitten; the second, about Jack; and the third, about the rope. In this way she will lead the children gradually to an understanding of paragraphs.

Such material as that on page 48 is very good for audience reading. One capable child may read the whole page to the group, who have closed their books and are listening. In the

less able groups three children may be given the opportunity to read, each reading one paragraph. No child should be asked to read aloud to the group until he knows all the words.

3. *Purposeful seatwork exercises.* See pages 46 and 50.

4. *Test exercises.* For general procedure see page 50. In addition to checking the aspects of reading which have been checked in previous units, it would be well to make certain at this point that the children are aware that related sentences are grouped together. This awareness will lead later to paragraph understanding.

5. *Individual needs.* For procedure see pages 47 and 51. It may be desirable to use concepts similar to those in this unit in informal units of reading, paralleling the text to be sure that the children understand.

Speech Lesson Four: The Winds, pages 60 and 61. For general goals and suggested standards, see page 41.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *w* sound.
- b. To give them practice in distinguishing sounds through speaking other *w* sound words.
- c. To encourage them to interpret the poem by varying their volume, inflection, and pitch.

2. *Procedure.* As in previous speech lessons, the teacher will say the entire poem to the children before having them take part in it. She should make sure that they are entirely familiar with the concepts of the seasons and seasonal changes. When the children are sure of this, they will indicate their understanding of it by varying the volume, inflection, and pitch of their response, saying “Woo-oo-oo-oo” softly and gently for the summer breeze and with increasing volume for the winter wind.

The teacher will continue the children’s training in phonetic awareness by having them say familiar words that begin with the *w* sound.

Concluding the unit. Check the purposes for this Learning Unit and make sure that they have all been accomplished. Keep in mind the possible necessity of regrouping the children.

LEARNING UNIT FOUR

The New House, pages 62 through 77

This unit appeals to the child's desire to engage in construction activities, to his dramatic sense, and to his sympathetic understanding of pets.

Purposes. In presenting Learning Unit Four, the teacher will work toward the accomplishment of these purposes:

1. To teach the children sixteen new sight words.
2. To increase their ability to read through thought concepts.
3. To teach the children to read the carry-over sentence.
4. To develop an understanding of reading units several sentences long.
5. To increase children's ability to get hints and helps from the teacher's blackboard writing.
6. To increase their ability to read answers to implied or expressed questions.
7. To increase their ability to follow the plot of the story.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* In introducing this unit the teacher will want to make sure that the children are entirely familiar with all the oral aspects of the vocabulary and with such concepts as why a new house may be made with materials at hand, that sticks must be placed in different places to start the house, that dogs are amused by different things, why the house was under the tree and in the sun, why an old coat would make a good bed, why a dog would not want to leave his old house, the disappearance of objects in a fire, the use of fires to dispose of trash, and that an animal will like a new thing when he cannot have the old one. The teacher will want to make sure that in helping the children understand these concepts she does not disclose the plot of the story.

2. *Reading.* For general reading procedure see paragraph 3, page 44. In this unit the carry-over sentence appears for the first time. It is desirable that from his very first encounter with the carry-over sentence the child should begin to form the correct

habit of reading on to the end of the complete thought. For this reason the carry-over sentences in the Primer of THE LAIDLAW BASIC READERS have been allowed to break wherever the normal type line ends. The teacher will want to pay particular attention in this unit to the carry-over sentence.

In teaching the children the importance of being able to follow through a plot such a procedure as this may be used: "The house is built for Penny. Why was the house built for Penny?" The teacher and children will point out why the trunk is not a very good house for Penny. The teacher will take the children back in the story to the beginning of building the house and indicate that the process is continuous until it is complete. The same procedure will show them the plot and narrative sequence of the fire incident all the way through from its beginning, when all the trash is seen, to the end, where Penny looks into the fire and knows that his old house has disappeared. The children thus will see that things happen because of other things and they will begin to get, in addition to plot, some understanding of cause and effect.

3. *Purposeful seatwork exercises.* See page 46.

4. *Test exercises.* For procedure see pages 47 and 50. In addition to the general testing the teacher will want to make certain that the children have learned something about cause and effect and plot. To test this she will ask such questions as: "A broken chair, an old box, and some paper and other trash were in the yard; so what did Jack and Father do?" "The trunk was not a good enough house for Penny; so what did Jack and Father do?" "Penny's old house was gone; so what did he do?"

5. *Individual needs.* See pages 47 and 51.

Speech Lesson Five: Birthday Candles, page 76. For general goals and suggested standards, see page 41.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To make the child sensitive to the *wh* sound.
- b. To enable the child to make the *wh* blend.

2. *Procedure.* Before having the children take part in the poem make sure they are familiar with it from hearing it said.

By changing the word "you" to "I," the children may give the lines assigned to the teacher as soon as they are ready. In teaching the *wh* sound, the teacher should remember that *wh* is really an *hw*; the *w* is blown out by the puff of breath which is *h*. After the children have participated in the poem, she will want to make sure that the *wh* sound is fixed in their minds by further practice with *wh* words such as *where, why, what, wheel, white, whip, which*, and so on. She must make sure that the children do not leave out the *h*.

Speech Lesson Six: Snowflakes, page 77. For general goals and suggested standards, see page 41.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *f* and the *fl* sounds.
- b. To increase their phonetic sensitivity by having them say familiar *f* and *fl* words.

2. *Procedure.* In teaching the speech poem "Snowflakes" the teacher, after following the general procedure used in previous speech lessons will want to give special practice with familiar *f* words and with the *fl* blend through the use of such words as *flying, flat, flowing, flakes, fling, fluffy*, and so on.

Concluding the unit. The teacher will refer to the purposes of this Learning Unit and check their accomplishment before going on to the next unit. She should bear in mind the necessity of attaining the intangible purposes—such as enjoyment of narrative suspense—as well as the objective purposes.

LEARNING UNIT FIVE

The Three Bears, pages 78 through 101

This unit utilizes the child's love of familiar home experiences and his enjoyment of a cherished folk tale.

Purposes. In presenting Learning Unit Five, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words.
2. To teach the children to read in real paragraph units.

3. To give the child satisfaction in reading for himself folk tales that others have told him or read to him.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* In addition to the question and answer procedure as suggested on page 44 and familiarity with all the oral aspects of the vocabulary, the teacher will want to make sure that the children are familiar with such concepts as the baby's going to bed before the others, the family circle, looking for a book on a table, turning to a story in a book, and realizing that this story is read from a book. The concepts of the story of the three bears, being for the most part unreal, do not need emphasis. Before having the children read "The Three Bears" the teacher may want to tell the story to them in order to make certain that they all know the general trend and most of the action of this old tale. Then the reading may proceed on the assumption that all the children know the story so that they may read it with a maximum of joy.

2. *Reading.* For general reading technique, see paragraph 3, page 44. The teacher will note that with the beginning of this unit real paragraphs appear for the first time.

From previous experience with related sentence groups, beginning in the chart reading period and extending on through the Primer Period, the children are at this point already familiar with the fact that related sentences are grouped together. In the previous unit they have had many experiences with the carry-over sentence and normal indentation. Therefore the transition to real paragraph reading should be easy for them. The one step necessary for them now is to combine the familiar idea of related sentences in groups with the familiar idea of the carry-over sentence and indentation.

The teacher will lead the children by conversation and by questions and answers to see that each paragraph contains one unified thought. Gradually they will learn to read the paragraph with assurance that they are getting from it one definite idea. This important purpose cannot be fully realized in one Teaching Stage, but important beginnings may be made here.

3. *Purposeful seatwork exercises.* If the children need more practice, it will be valuable for them to make drawings of the characters in the three bears story, cut them out and paste under each one labels which the teacher will have written or typed. For example, the children may draw the three beds and the teacher may write the label for each bed.

4. *Test exercises.* For general procedure see pages 47 and 50.

5. *Individual needs.* Reteach all the words and phrases which the children have not mastered. For the weaker readers the teacher may want to write out in one-line sentences a simpler version of this story and let the children who need such practice read it to get assurance and to get the words and phrases which they may not have mastered during the class reading.

Speech Lesson Seven: The Singing Shell, page 101. For general goals and suggested standards, see page 41.

1. *Specific purposes.* The specific purposes of this speech lesson are:

a. To give practice in making the *v* sound.

b. To give practice in distinguishing between the *f* and *v* sounds (*v* is voiced; *f*, unvoiced).

2. *Procedure.* The teacher will follow the general procedure used in previous speech lessons, being especially careful to give the children good patterns for the *f* and *v* sounds.

When she has finished with the poem she should give the children practice in distinguishing the *f* and *v* sounds by having them say familiar *f* and *v* words.

Concluding the unit. Before proceeding to the next Learning Unit the teacher will want to recall the purposes of this unit and check to make sure that they have been accomplished.

LEARNING UNIT SIX

The Three Billy Goats, pages 102 through 127

This unit appeals to the child's appreciation of the larger family group and carries him farther into the field of the folk tale. It culminates in an appeal to the child's pride and satisfaction in the realization that he can read independently.

Purposes. In presenting Learning Unit Six, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words.
2. To develop an appreciation for a larger family circle and a knowledge of the meaning of terms for various relatives.
3. To increase the child's pride and satisfaction in knowing that he can read independently.
4. To increase his ability to read in paragraphs both to himself and in audience reading.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* In introducing this unit, the teacher will want to make sure that the children are certain of the oral aspects of the vocabulary and that they understand such concepts as Jack's going somewhere to see his grandparents, the fact that his mother no longer lives with her parents, the fact that the trees were old, that it is not uncommon to lie on the grass and fall asleep, that there are frequently goats on farms, that it is natural for Jack to like best of all his grandfather and grandmother and that they should like to have him come to their house, that it is natural also for the grandfather to tell Jack a story. Concepts of the fanciful tale need not be emphasized.

The teacher may want to tell a simple version of this story to the children emphasizing two facts, the humor of the troll as a character and the appeal of the goats through their cleverness, and the fact that the troll received his just punishment. Then the pupils will turn to their books and the actual reading will proceed.

2. *Reading.* Follow the general procedure for reading on page 44. The teacher may still use the sentence by sentence technique for those children who cannot read in paragraph units. For the stronger children she will give less assistance, asking them questions which will require them to read entire paragraphs orally or silently.

3. *Purposeful seatwork exercises.* The same drawing procedure suggested for the bear story will be of value in the goat story.

4. *Test exercises.* In addition to the general testing procedure suggested on page 50, the teacher may devise exercises to make sure whether the children are reading and thinking in paragraph units. She may also test their understanding by multiple choice exercises such as: "The troll lives (a) on the hill, (b) in the river, (c) in the house."

5. *Individual needs.* In addition to the general procedure on page 51, the teacher will provide further help to any who need it by giving them practice in sentence reading so that eventually those who have not yet learned to read and think in paragraphs will do so.

Concluding the unit. The teacher will want to check the purposes of this Learning Unit and make sure that they have been accomplished.

Teaching Stage III: Fluent Reading of Primer Material

This stage provides the children a period of review and easy reading during which they may perfect their mastery of the Primer vocabulary while learning comparatively few new words.

Purposes. During this stage the work of the teacher will be guided by these purposes:

1. To perfect the pupils' reading skill through review and through practice with additional easy material.
2. To provide a period of cursory reading in which the child, having acquired adequate basic skills, enjoys reading for its own sake.
3. To increase the pupils' ability to read aloud and to increase the power of listeners to give attention.

Procedure. The following general procedure is suggested for carrying out the purposes of this stage:

1. *Review.* Make sure that all the instructional value of the Primer has been utilized. Check all objectives and ascertain the degree to which each child has attained them. On the basis of such a summary, regrouping may take place and individual needs be taken care of.

In order to make a review in a friendly, helpful manner, the

teacher will want to permit the pupils to select their favorite story for rereading. By continuing this general selection, it is almost certain that all stories will be chosen. When this review is made by the pupils' rereading, the teacher will take opportunity to review all words in the vocabulary for any particular story chosen.

2. *Selection of supplementary materials.* The teacher should make a careful examination of the available supplementary primers to determine what use can be made of them in providing a period of easy reading. To do this she should first study, in comparison with the basic Primer, their word lists and story themes. Arrange the primers in sequence according to the degree to which they correspond with the basic Primer. The one most related to the basic Primer in vocabulary, is the one to use first for supplementary reading, provided it is an interesting and attractive book. In schools in which facilities are limited and suitable supplementary primers are not available, the teacher will find it desirable to omit the use of supplementary materials and go directly to the basic Book One.

3. *Using supplementary materials.* The teacher will arouse an interest in the characters of the new primer and will divide the book into appropriate Learning Units. There should be few new words in the supplementary primer; but the child should be given help with those which do occur so that they will not detract from his enjoyment of the reading.

If the material is well selected, the pupils should be able to read it naturally and easily. The teacher will make certain that every child in the class is reading a book which causes him little difficulty. Let them read to themselves before reading to others. Emphasize correct pronunciation, proper grouping, and meaningful expression in oral reading. In the audience reading situation the teacher must make sure that the length of time a child reads does not exceed the interest span of his listeners. By appropriate remarks, however, she will arouse the children's enthusiasm for the thing to be read; thus she will encourage the listeners to follow actively the reading for a reasonable length of time.

4. *Desirable outcomes of Stage III.* Stage III should result in the following desirable outcomes:

- a. The children should exhibit signs of much enjoyment of reading.
- b. They should show evidences of ability to read rapidly to themselves with decreasing use of the lips and finger pointing, and should read to others smoothly.
- c. They should show less and less confusion with new words and should have mastered the vocabulary of the Pre-Primer and Primer and the supplementary primers.
- d. Pupils should show improvement in their oral reading and listeners should evidence a longer span of attention.

Nonreading Activities

Suggested types. Throughout the Primer Period the child's education should be progressing through experiences of a non-reading nature. The teacher, knowing her own pupils and the availability of materials, can plan nonreading activities especially suited to their interests and needs. It is not desirable to have more than five or six activities in progress at the same time. The following list of nonreading activities suggested for the Pre-Primer Period is suitable also for the Primer Period:

1. Making scrapbooks with pictures cut from old magazines.
2. Making little booklets to hold typewritten stories or hectographed units of reading.
3. Building with blocks of various kinds.
4. Modeling with clay.
5. Playing with dolls and toys.
6. Taking care of a pet.
7. Making things from wood.
8. Sewing.
9. Caring for a dish garden, plants and bulbs in cans, or a real garden.
10. Dressing up in old costumes. (Old fans, slippers, trimmings, beads, party dresses and accessories may be kept

at school in a costume box for this purpose.)

11. Playing games and solving simple puzzles.
12. Keeping the schoolroom in order by taking care of wraps, plants, scissors and other things.
13. Using scraps and discards such as spools, ribbons, bits of cloth or leather, paper, and string in any creative way.
14. Enjoying picture books. (A browsing table equipped with several good picture books should be used for this purpose.)
15. Playing school and engaging in various types of dramatic play.
16. Arranging pictures and other things of interest on a bulletin board. (In time the bulletin board may grow into a class newspaper.)

Objectives. These nonreading activities, however, must not be regarded as merely busywork or time-consuming activities but should be made responsible to contribute to the child's growth in a wide range of educational objectives.

Any one of the activities listed above should be analyzed into the educational aims it serves. For example, when the children are modeling with clay, the teacher will see to it constantly that definite and worth-while values are being realized by asking herself questions such as:

1. Is this experience with clay modeling helping the child to acquire a rich and meaningful vocabulary? What words and phrases is the child learning from this play?
2. Is the child growing in concepts about characteristic shapes of various animals and objects?
3. Does he show improvement in his ability to handle the clay effectively?
4. Is this experience contributing to his power of concentration and purposeful doing?
5. Does he tend to share his accomplishments with others?
6. Does this activity encourage him to represent a variety of things which he sees or reads about, or does he tend to make the same thing over and over?

THE FIRST READER PERIOD

Teaching Stages

The First Reader Period is naturally divided into three Teaching Stages: (1) Preparation for Book One; (2) Developing Mastery of Book One; and (3) Fluent Reading of First Grade Material. The first Teaching Stage precedes the introduction of Book One. It is a readiness stage. The second Teaching Stage is a stage of growth and development in reading power through mastery of Book One. The third stage is a review and easy-reading stage, following the completion of Book One, fixing the reading skills previously developed, and giving the child confidence and pleasure.

Purposes for the First Reader Period

During the First Reader Period the teacher should provide each child with wide experiences of both a reading and a nonreading nature. Through these experiences she will guide him toward fuller realization of these goals set up for former levels:

1. Growth in powers of self-direction and persistence.
2. Increase in oral language power.
3. Development of desirable attitudes toward books.
4. Development of powers of attention.
5. Increase in ability to follow directions.
6. Increase in development of adequate eye-sweep and ability to read from left to right.
7. Increase in the ability to see a purpose in reading.
8. Increase in power to read to himself and to others fluently and with understanding and enjoyment.
9. Ability to recognize similarities and differences in word forms.
10. Increase in power to get words from context.
11. Growth of confidence in power to read.
12. Increase in command of sight words.

She will also direct him toward the attainment of these additional First Reader goals:

1. Beginning development of ability to solve word problems through phonics.
2. Ability to enjoy reading as a leisure activity.
3. Growth in ability to read sentences and paragraphs and to interpret them in his own words.
4. Stimulation to seek new interests through experiences and observations.

The reading and nonreading activities should be carried on concurrently. Suggestions for administering reading activities are begun on page 68; for nonreading activities, on page 89.

Program for Speech Improvement

Book One continues the presentation of special lessons designed to improve the children's speech. In presenting the speech program the teacher will be guided by the specific purposes set up in each speech lesson and she will also work constantly toward the accomplishment of the following general goals:

1. To give the children good patterns of pronunciation, enunciation, and articulation and to encourage them by example to use pleasant speaking voices and good phrasing.
2. To give the children pleasure in group reading.
3. To help the children find pleasure in rhythmic verse.
4. To help them see the value and beauty of precise speech.
5. To prevent reading disabilities arising from defective speech.

In addition she will encourage the children to develop and observe desirable standards not only in their special speech lessons but also in their reading and their conversation. By careful planning the teacher will lead the children to make their own standards. They will probably include the following:

Do I stand or sit tall?

Do I know what I am going to say?

Do I look at the children when I speak?

Am I easily heard?

Am I easily understood?

Do I have a friendly voice?

Do I always use the right word?

Basic Reading Activities

Materials. In carrying out the basic reading activities of the First Reader Period the following materials will be used:

1. The Laidlaw Basic Book One
2. The Laidlaw Book One Activities Book
3. The Laidlaw Word Cards and Phrase Cards
4. The Laidlaw Picture Cards and Form Cards
5. Experience-activity charts if desired
6. Supplementary word or picture cards made by the teacher if desired
7. Supplementary first readers if available.

Teaching Stage I: Preparation for Book One

Purpose. At this stage the teacher's purpose will be to prepare the children for Book One reading in such a manner that they will have successful beginnings in their new book.

Procedure. The teacher, having used the Laidlaw Reading Readiness material and the Laidlaw Pre-Primer and Primer, will find that she needs to spend very little time on this transition stage. She is already familiar with the desirability of dividing her class into groups. At this point she will, of course, make such changes in grouping as seem advisable. As a result of testing and observing she will know which children are ready to begin Book One reading, which are almost ready, and which are least ready. Those children who are ready she will introduce immediately to Book One, following the suggestions outlined under Teaching Stage II. To prepare those children who are not ready, she will continue with the program outlined for the Reading Readiness, Pre-Primer, and Primer Periods.

Teaching Stage II: Developing Mastery of Book One

The content of Book One consists of centers of interest or Learning Units which follow one another in natural progression

so that the child, at all times, is offered material suitable to his maturity level and to his power to read. Each Learning Unit is designed to stimulate the child's interest and to give him a reading purpose. Within the Learning Units are speech lessons carefully planned to meet the child's needs and abilities.

The teaching procedure for developing mastery of Book One is organized on the basis of the Learning Units and the speech lessons. The suggestions for presenting the speech lessons appear at the end of each Learning Unit.

LEARNING UNIT ONE

Pets and Playmates, pages 4 through 36

This unit is made up of simple and delightful little stories which appeal to the pupils' interest in real children, pets, and toys.

Purposes. In presenting Learning Unit One, the teacher will work toward the accomplishment of these purposes:

1. To introduce Book One in such a way that the children will experience satisfaction and pleasure in their first reading from it.
2. To teach the vocabulary of these pages. (See Word List, page 126.)
3. To increase the child's ability to interpret more involved sentence and paragraph units than he has done in his previous reading.
4. To increase his ability to use his experiences, both direct and vicarious, for interpreting new situations presented in the reader.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Introduction to the book.* Book One may be presented to the pupils in various effective ways. The presentation should be simple, pleasant, and free of confusion. Two basic facts should guide the teacher: (1) the children must be ready—through previous preparation—to read first reader material; (2) the teacher must open the book and bring the children to

its contents while their interest is keen. Only the briefest preliminaries should delay their real acquaintance with the book.

2. *Approach.* Before the teacher begins any story in the unit, she should be sure that the pupils are familiar with the concepts involved in the story. For example, in "Playing in the Leaves" these concepts may need explanation: leaves' falling from the trees, why Dick should put on his coat, the desire of a dog to go out and play too, the different colors of leaves when they fall from the trees, the necessity of silence when hiding, and the surprise of finding in a near place someone who had been thought far away. The teacher will present these concepts through informal conversation and various nonreading activities and games. She should make sure that in explaining and discussing these concepts the plot of the story is not disclosed.

Before introducing the actual reading of a story, the teacher should make sure through conversation and nonreading activities that the children are entirely familiar with all the oral aspects of the new vocabulary used in that story. To find the new words, she will refer to the Word List on page 126.

3. *Derivatives.* In Book One, derivatives formed by the addition of such suffixes as *s*, *ed*, and *ing* are not listed as new words if the root word is familiar. *Raked* for example appears in the text on page 8, but it does not occur in the Word List as a new word because the root word *rake* has already been listed for page 7. The teacher aware of this will let the children meet the word *raked* in meaningful context and when they have thus met it, she will help them to discover that there is a similarity between *raked* and the familiar word *rake*.

4. *Reading.* The actual reading lesson will be guided by three distinct procedures: (1) teaching, which means anticipating the child's difficulties and guiding him by helpful questions, suggestions, and discussion so that he will meet the reading problem successfully; (2) drilling, giving many experiences with the vocabulary to help the children master it; and (3) testing, determining the children's need for further teaching and drill.

5. *Presenting the new words.* An important part of the teaching procedure in every reading lesson is anticipating the

pupils' vocabulary difficulties. The teacher must be concerned both with new words and with words previously presented which have not been thoroughly learned. The first presentation of a word should be in meaningful context either in its natural setting in the book, or in chart or blackboard reading.

a. *By using the illustration.* Sometimes the picture may be used in presenting the new words. For example, on page 5 the new words are *Dick* and *Bing*. The teacher will prepare the children for these words by discussing with them the pictures on pages 4 and 5, telling them the name of the boy and of the dog. She will let the children discuss the boy and his dog briefly, making sure that they have well in mind the two names.

After such an introduction she will let the actual words be met for the first time in their natural setting in paragraph 1, page 5. She will direct attention to the first sentence on that page, saying, "What does this sentence tell us about Dick?" Such a procedure will lead the children to successful reading of the new word *Dick* in its natural setting.

When the sentence has been read silently and aloud, the teacher will ask, "Where does it say *Dick*?" After the children have pointed to the word in their books she will emphasize the configuration of the word by putting it on the board and having the children look at it. The word *Bing* occurs for the first time in sentence 3. To motivate the reading of this sentence and assure a successful encounter with the new word the teacher may ask, "What was the dog's name?" After sentence 3 has been read the teacher may ask the children, "Where does it say *Bing*?" Then she will write the word on the board and have them observe its appearance.

b. *By using charts or blackboard.* Sometimes the teacher will prepare for a period of rapid book reading by presenting new words in easy sentences on charts or on the blackboard so that the children will be familiar with them when they undertake the reading of the story in their books.

c. *By using picture cards.* At other times in presenting new words the teacher will make use of picture cards or pictures which she has obtained from a source such as old magazines.

For example on page 14 the word *church* is new. The teacher will put on the blackboard the simple sentence *This is a church* and display in the blackboard ledge immediately below the sentence, the picture card showing a church. Having thus introduced the children to the word in meaningful context, she will have them study its configuration. In this way she will familiarize them with the word before she introduces them to it in their book.

d. *By asking helpful questions.* Sometimes the teacher will present the new words in connection with the development of the reading lesson. She will do this by guiding the children in using contextual clues and by asking questions which give the needed assistance. For example, in sentence 5, of paragraph 3, page 34, the word *noise* is a new word. The teacher will motivate the reading of the sentence and assure successful encounter with the new word by saying, "What kind of *noise* did she make instead?"

e. *Variety of methods.* No single method of presenting words can suffice for all situations. The teacher will use a variety of methods, choosing always the one which seems best suited to the particular word and to the capability of her pupils.

6. *Developing the lesson.* In developing the reading lesson, to avoid word reading and to guarantee fluency and meaning, the teacher must emphasize thoughts, not individual words. This she may do by asking the child a question or suggesting a question to which the phrase, the sentence, or the paragraph to be read is an answer. The teacher will still have certain portions read aloud, but at this stage the children should definitely begin to read silently to find the answers to her questions.

For example for paragraph 1, page 14, the teacher may ask in a strong group, "What does this paragraph tell us about Judy and her brother, Bob?" The child may answer by reading aloud the entire paragraph or he may read the paragraph silently and then tell in his own words the ideas which it expresses.

In a less capable group the teacher will give more assistance. For example, she might deal with paragraph 1, page 14, sentence by sentence asking for sentence 1, "What does this sentence tell

us about a little girl?" For sentence 2, "What was her name?" For sentence 3, "Who was her brother?" For sentence 4, "What kind of boy was he?" For sentence 5, "With whom did Bob and Judy live?"

7. *Relating experiences to reading.* As an example of how the child may be taught to use his experiences in order to understand better, the teacher in referring to the sentence on page 16 which tells that Judy painted a horse with a saddle on it, may say, "Have you ever seen a horse with a saddle on it?" Or, "Has anyone seen a picture of a horse and a saddle? If you have, you know just what Judy was trying to paint. Judy painted a horse with a saddle on it." With a procedure of this kind the teacher will encourage the children to form the habit of asking themselves, "Have I ever heard of anything like this before? Have I read or seen anything like this before?" The children, led by such questions, will finally come to use their experiences automatically for the solution of new reading problems.

8. *Audience reading.* During every period one or two children should read aloud to the class. The children must be trained to give attention when listening to oral reading. The teacher may assign a child to read, for example, page 7. She may ask for volunteers. She will anticipate all possible problems by asking such questions as:

Do you know where it says *went out*?

Where is *a rake*?

Where does it say *the leaves*?

Where does it say *barked Bing*?

Or she may put the words and phrases on the board, point to them and say:

Find this in your book (pointing to *I will help*).

Find this word (pointing to *Dick*).

Find this word (pointing to *gave*).

"Now let us all close our books and listen while Mary reads to us."

The rest of the children will close their books while the one child reads. This technique for oral reading will be found effective.

9. *Drill.* When the study and the audience reading have been finished, a quick short vocabulary drill should follow. The teacher may list on the board not only the new words but also review words. One child may say them all, or they may take turns, or respond as called upon. The teacher should encourage children to note likenesses and differences in the configuration of words. By constant checking, the teacher will keep informed concerning her pupils' individual vocabulary needs. A variety of games may be used to make the drill attractive.

10. *The Book One Activities Book.* The teacher whose class is supplied with the Book One Activities Book will find in it a variety of maintenance and functional exercises. Accompanying each activity lesson are complete instructions for administering it.

11. *Purposeful seatwork exercises.* At this stage all activities which have to do with reading should be supervised. The child should have opportunity to work at any one of the several centers of interest suggested on page 89. Although a long list of activities has been suggested, not more than five or six should be going on in the classroom at any one time. The teacher will see to it that definite educational outcomes are being realized through the centers of interest. Aside from the more or less manipulative activities, there can be dramatic play, conferences, storytelling, songs and rhythms, the learning of rhymes, and other creative group activities. These group activities need direct teacher supervision.

As soon as children are able to work independently or with a diminishing amount of supervision, their reading material should be enlarged by supplementary exercises. The teacher must be very careful that the exercise does not become merely a time-filling activity. Every exercise must be suited to the child's needs. It must suit some child purpose, there must be a minimum chance for mistakes, and it must always be checked.

If the children need more practice, the teacher may direct them in drawing pictures of favorite characters or incidents, and help them in building up little units of reading about their pictures. The teacher may prepare hectographed or mimeo-

graphed reading exercises of her own, using the vocabulary learned so far.

12. *Test exercises.* The teacher should keep in mind constantly that informal testing and checking is desirable at frequent intervals. Questions such as these may be used to test understanding:

Why did Dick hide in the leaves?

Why did his mother ask him to put on his green coat?

Who gave away the place where they were hiding?

The teacher will use a variety of techniques in testing the children's vocabulary and in giving them further practice with particular words. She may, for example, on page 24 direct their attention to the first paragraph and ask them to find words that tell what Dobbin had. The children will answer with such words as *legs, eyes, tail, wheels, and stand*. Another technique which the teacher may use is to ask the children a question which requires them to find a particular word or group of words in the reading. For example, on page 25, she may direct the child's attention to paragraph 4 and ask him to find the words which tell what Dobbin needs. The child's natural response will be "a coat of paint." In this way the teacher is testing the child's recognition and understanding, not only of the words "a coat of paint" but also of the word "needs."

The teacher may also make conundrums for a test of understanding. For example:

I am little.

I have big brown eyes.

My coat is brown.

I am not very old and not very wise.

I jumped into a hole.

Who am I?

13. *Individual needs.* The teacher will observe individual deficiencies and prepare supplementary materials for pupils who need more practice. She will provide additional material also for the capable children who want to read more about a particular subject. For example, if a capable child expresses a wish to read another story about Puppy, the teacher may pre-

pare a little reading for him or she may let him help make up the little reading unit.

The teacher must be constantly aware of individual vocabulary needs and through vocabulary games and drill provide each child practice with the particular words which cause him difficulty.

The teacher will give the children many opportunities to do independent reading. She will let individual children read independently easy primers, storybooks, blackboard and chart announcements, and other materials which interest them.

14. *Progress.* From time to time regrouping will be advisable. In a group of twelve or fifteen, two or three children will perhaps not be able to keep up. By the time the first group is reading in Book One, the next group may be beginning their Primer reading. The slow-moving children in the first group may join the second group and read again from their Primers. The review will give the children self-confidence, and it is possible that their regular Book One reading will be improved. If not, they may read with the second group entirely.

High standards of accomplishment must be maintained. If possible the child of lesser ability should be placed in a group with which he can work successfully. The goals set for the less capable group will of course be fewer and simpler than those for the more able readers, but each group must be held to perfect accomplishment of the goals set for it.

Speech Lesson One: The Dance of the Leaves, page 12. For general goals and suggested standards, see page 67.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children the correct pattern for the *ou* and *ow* sound.
- b. To increase their phonetic sensitivity through many experiences with the *d* sound.
- c. To give them practice with the correct pronunciation of certain common words which are frequently mispronounced.

2. *Procedure.* The teacher should say the entire poem to

the children several times so that they may become familiar with it from hearing it, for they should not be held responsible for recognizing the vocabulary used here.

So that correct and artistic oral work may be achieved, the teacher in saying the poem to the children will want to watch vowel and diphthong values as well as consonant values. For example, the *ou-ow* diphthong must come through the mouth and not the nose. It is a combination of the sound *ah* plus *oo*, not short *a* plus *oo*. The words *down*, *brown*, *around*, *ground*, and *sound* may need special practice to overcome flat, nasal tones. The short Italian *a* in *dance* will probably also need attention. The tone is not that of short *a* nor long Italian *a*, but a softer tone, as in *pass*, *class*, and *ask*.

When the children are familiar with the poem from hearing it, the teacher will read only her part and let them say the refrain. In the refrain, keep the voices light; let the mood of the selection be reflected in tone; keep the voices flexible rather than draggy, and stimulate creative work by asking the children how the leaves would dance.

Later the teacher may want to divide the class into two groups and proceed as in choric verse, having one group give the teacher's part and the other the children's, and vice versa. If the teacher wishes, she may have the children suggest words that begin with the same sound as *dance*. In this way she will begin to develop phonetic sensitivity.

Speech Lesson Two: The Clock, page 13. For general goals and suggested standards, see page 67.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *t* and the *k* sounds.
- b. To increase their phonetic sensitivity by having them say familiar words containing the *t* sound.
- c. To encourage them to express different moods by varying their tone, volume, and pitch.

2. *Procedure.* The teacher should say the entire poem to the children several times. When they have become familiar with

it from hearing it, she will let them say the refrain. By suitable questions and suggestions she will encourage them to express the different moods of the poem, perhaps making the first *tick-tock* brisk and alert to suggest the hustle of early morning, the next rather mechanical to suggest the monotonous sound of the clock as it ticks all day through, and the last soft and gentle to suggest the quiet mood of evening prayers.

When she has finished with the poem, she may wish to continue the children's phonetic awareness by having them suggest familiar words that begin with *t*.

Speech Lesson Three: Thank You, page 36. For general goals and suggested standards, see page 67.

1. *Specific purposes.* The specific purposes of this speech lesson are:

a. To help the children distinguish the voiced *th* sound as in *this* and the unvoiced *th* sound as in *thank*.

b. To give them practice in saying these sounds correctly.

2. *Procedure.* In addition to saying the poem to the children and having them say it, the teacher should give them a number of patterns for the two *th* sounds. As patterns she will use only words with which the children are familiar such as *thing, mouth, bath, and think*; and *then, them, with, other, that, there, and the*.

Concluding the unit. The teacher will recall the purposes of this Learning Unit; if they have been accomplished, the children are ready for the next unit. The teacher will provide for any who may be unprepared by extra work or by regrouping.

LEARNING UNIT TWO

Rhymes, Riddles, and Old Tales, pages 37 through 65

This unit contains rhymes chosen because of their suitability for dramatic play, riddles selected to satisfy the child's natural interest in puzzles, and folk tales filled with humorous situations.

Purposes. In presenting Learning Unit Two the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words.
2. To increase the pupils' liking for independent reading of tales formerly told them.
3. To increase ability to read and think in paragraphs.
4. To increase ability to predict what happens next.
5. To increase ability to understand concepts through real and vicarious experiences.
6. To increase ability to get words through context and phonic approach.
7. To increase enjoyment of reading.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Before introducing the children to the actual reading of any story in the unit, the teacher will see to it through conversation and nonreading activities that they know all the oral aspects of the vocabulary of the story, and that they are familiar with the concepts involved in it. For example, before beginning the reading of the first story in the unit, she will make sure that the pupils understand such concepts as being very poor, goats' running away, getting goats out of a garden, crying from disappointment, and a bee's frightening a much larger animal. The accepting of impossible acts in unreal stories may be stressed by the teacher although the concepts need not be emphasized for this fanciful material.

2. *Reading.* See page 70.

3. *Presenting the new words.* In addition to the procedure suggested on page 70, the teacher should guide the children in using phonic clues for word recognition. For example on page 42, the children by use of the picture and the sound of the initial consonant may solve the new word *fox* for themselves. (See suggestions on page 80.)

4. *Developing the lesson.* The teacher will continue to stress the importance of paragraph thinking and reading by asking questions that will require an answer based upon the content of an entire paragraph.

5. *Practice in prediction.* Easy practice in prediction can be attained in the folk tales included in this unit. For example,

in the first story after the children have realized that each animal is acting similarly to the one who came before him, the teacher may ask, "What do you think the rabbit did when he could not get the goats out of the turnip field?" These questions can, of course, become more complicated as the work proceeds. In presenting the old tales the teacher should lead the children to see the humor of them.

6. *Rhymes and riddles.* The rhymes on page 46 and 47 may well be used to show children that verse is enjoyable. They may successfully dramatize this poem stressing the fun and the rhythm of it. The riddles on pages 54 and 55 should be read chiefly for enjoyment.

7. *Phonics.* By this time the children have acquired a large vocabulary of sight words and they have power to solve new words from context. Through their speech activities they have skill with several consonant sounds and blends. At this point they should increase their ability to recognize new words from phonic clues.

The teacher may for example carry on phonic drill by selecting familiar words beginning with *l* such as *lost, leg, like, looked, lived, long, little, let, and laugh.* She may write sentences containing two or three of these words and have the children underline all the *l* words, or erase all of the sentence but the *l* words.

Another procedure would be to have the entire list of familiar *l* words on the blackboard, letting the children pronounce them and discover that they all begin with the same sound and that the symbol for that sound is *l*. The teacher may continue practice with the *l* sound by writing the letter *l* on the board, saying as she writes, "I am thinking of a word that begins with *l*. (She will give the *l* sound and not just say the letter *l*.) What could that word be?" As the children respond with familiar *l* words, she will write the words on the blackboard. The teacher should use this procedure and other procedures which she will devise until the children automatically associate the *l* sound with the *l* symbol. The same methods can be used in teaching the other consonant sounds and blends. When the children have become familiar with the consonant sounds and blends they should be

encouraged to use this knowledge in solving new words.

8. *Purposeful seatwork exercises.* See page 74.

9. *Test exercises.* In addition to using the exercises in the Book One Activities Book and testing vocabulary, the teacher may want to make informal tests through questions involving understanding of whole paragraphs or of the complete narrative or of some one or several characters from the stories.

10. *Individual needs.* See page 75.

Speech Lesson Four: The Song of the Bee, page 37. For general goals and suggested standards, see page 67.

1. *Specific purposes.* The specific purposes of this speech lesson are:

a. To increase the children's phonetic awareness through experiences with the *z* sound.

b. To give them practice in making the *z* sound.

2. *Procedure.* Before she takes up this little poem the teacher should see that the children have experience with the *z* sound by using it in informal conversation with them, using such words as *zebra* and *lazy*. If the children have seen bees, the teacher will have them recall the sound they have heard bees make. In presenting this poem the teacher will follow in general the procedure which has been suggested for previous speech lessons.

Concluding the unit. The teacher will refer to the purposes of this Learning Unit and make sure they have been accomplished before going on to the next unit.

LEARNING UNIT THREE

Feathered Friends, pages 66 through 91

This unit contains simple, informational stories designed to satisfy the child's curiosity about things in the world around him. The stories deal with birds and chickens and appeal to the child's interest in these familiar things.

Purposes. In presenting Learning Unit Three, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words. (See Word List.)

2. To continue training in paragraph thinking and reading.

3. To teach application of past experiences in the understanding of new material.
4. To continue practice in phonics.
5. To encourage ability to learn facts through reading.
6. To encourage an interest in nature.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Before beginning the actual reading of any story in this unit the teacher will see to it through conversation and nonreading activities that the children are familiar with the oral aspects of the vocabulary of the story and that they understand the concepts involved. For example in preparing for the story "Mr. and Mrs. Robin," the teacher will discuss and clarify such concepts as the nesting of birds, seeing nests through windows, the laying of eggs in nests, the interest in watching habits of birds, the necessity for feeding birds, why birds turn their heads toward the side when looking at something, the hatching of eggs, and keeping nests clean.

2. *Reading.* See page 70.

3. *Presentation of new words.* See pages 70 and 79. In this unit the teacher will also guide the children in using familiar phonograms for recognizing new words. (See *Phonics*, pages 82 and 83.)

4. *Developing the lesson.* In addition to the type of procedure suggested on page 72, the teacher will stress the actual facts in the stories of this unit to show that reading gives information about interesting things and to show how one may learn about nature. The Mother Goose rhyme on page 75 may be presented just for fun.

5. *Relating experiences to reading.* The teacher will lead the children to see the value of relating their past experiences to their reading. For example in the first story in this unit she may do this by such questions as:

How many of you have seen birds' nests?

How many have seen birds' eggs?

6. *Phonics.* When the children are familiar with the initial consonant sounds and blends (See page 80.) their attention

should be directed to simple word-endings. Only words with clear simple phonograms such as *et*, *an*, *ad*, *ot*, *all*, and *ouse* should be so analyzed. Such endings as *ome*, which has one sound in *home* and another in *come* should be avoided. An analysis of words of this sort should be left until a later grade when the children are ready for a study of diacritical marks.

In presenting the word-endings, the teacher will write on the board a simple word such as *call*, leaving the word intact. She will ask the children which part says *c* (giving the *c* sound, not just pronouncing the letter) and which part says *all*. The children, from their previous experience with beginning consonants, should readily give the desired response. When it is clear that the children understand the analysis of the word *call*, the teacher will write under it other known words such as *tall*, *wall*, and *fall*. Then she will help the children to discover the similarity between these words. Next she may wish to have the children make up new words out of familiar elements. For example, in connection with the word *call*, the children may contribute *ball* and *hall*. When the children have become familiar with a phonogram such as *all*, they should be encouraged to use it in solving new words which occur in their reading.

7. *Purposeful seatwork exercises.* Follow the general procedure suggested on page 74.

8. *Test exercises.* Follow the general procedure suggested on page 75.

9. *Individual needs.* See page 75. In connection with this unit the teacher should discover and encourage the particular nature interests of individual pupils. She may find that she has available in easy supplementary books, nature material suitable for the more capable children to read in pursuing their special interests. Or she may wish to prepare from the pupil's dictation little units of reading for him dealing with his special nature interest. This procedure may also be used with the less capable pupil to increase his desire to read and to provide him with needed reading practice.

Speech Lesson Five: Sing a Song of Spring, pages 66 and 67. For general goals and suggested standards, see page 67.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *s* sound.
- b. To make them aware of the proper pronunciation of the *ing* sound in such words as *sing*, *swing*, and *spring*.
- c. To increase their phonetic sensitivity by having them say familiar words that begin with the *s* sound and that rhyme with *sing*.

2. *Procedure.* The teacher will say the entire poem to the children taking care that she gives them a good pattern of voice, phrasing, pronunciation, articulation, and enunciation. When the children have become familiar with the poem from hearing it, the teacher will say only the part marked for her and have the children say the part marked for them. Later she may divide the class into two groups, letting one group say the teacher's part and the other group the children's part. In teaching this and other speech poems the teacher should be sure that she is letting the children have fun. Thus she can build in them a happy attitude toward good speech. After the speech poem has been presented the teacher may wish to continue phonetic training by asking children to suggest other words that begin with the *s* sound. She may also wish to have them suggest words that rhyme with *sing* and *swing*.

Speech Lesson Six: The Naughty Red Robin, pages 90 and 91. For general goals and suggested standards, see page 67.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *ch* sound.
- b. To increase their phonetic sensitivity by having them say familiar words that begin with the *ch* sound.

2. *Procedure.* Before introducing the children to the reading of the poem, the teacher will discuss with them the picture on page 90. Then she will follow the general procedure suggested for previous speech poems. When she has finished with the poem, she may continue phonetic training by having the children suggest words they know that begin with *ch*, such as *chair*, *cherry*, *church*. The teacher should write these words on

the blackboard so that the children will associate the sound with the symbol.

Concluding the unit. Check the purposes for this Learning Unit and make sure that they have all been accomplished. Keep in mind the possible necessity of regrouping the children and of supplementary work.

LEARNING UNIT FOUR

In the Land of Make-Believe, pages 92 through 125

This unit contains fanciful and whimsical tales to delight the child's imagination. From it the child will experience the satisfaction of discovering that he can read for himself favorite stories which he once had to have read or told to him.

Purposes. In presenting Learning Unit Four, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words.
2. To increase the child's skill in solving new word problems from phonic clues.
3. To increase the child's confidence in his ability to read.
4. To give a feeling of satisfaction in having finished an enjoyable book.
5. To increase his reading for enjoyment and to indicate to him that there are many other stories and verses that he may read elsewhere.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* The teacher will make sure through conversation and nonreading activities that the children know all the oral aspects of the vocabulary of each story of this unit before beginning the reading of that story. If the teacher feels that a certain group needs it, she may want to tell them each story simply before asking them to read it.

2. *Reading.* See page 70.

3. *Presenting the new words.* See pages 70, 79, and 82.

4. *Developing the lesson.* See page 72.

5. *Stressing enjoyment.* The teacher will want to stress cer-

tain particulars in this unit. She will want to point out to the children from time to time how much fun it is to be reading by themselves a story they had to have told to them when they were younger. She will want to remind them now and then that reading gives them pleasure. She will want to impress upon them occasionally that as they read more and more they are reading better and better and that they are feeling more sure of themselves in their ability to read. As she nears the end of the book the teacher will want to encourage the children to have a special satisfaction in finishing this enjoyable book experience. She will want also to point out, at least to those who are competent readers, that if they like the stories they have read they may find others, and she will help them find other tales and verses.

6. *Phonics*. For general procedure see pages 80 and 82.

7. *Purposeful seatwork exercises*. For general procedure see page 74.

8. *Test exercises*. For general procedure see page 75.

9. *Individual needs*. For general procedure see page 75.

Speech Lesson Seven: Hush-a-By-By, pages 104 and 105. For general goals and suggested standards, see page 67.

1. *Specific purposes*. The specific purposes of this speech lesson are:

- a. To give the children practice in making the *sh* sound.
- b. To increase their phonetic sensitivity by having them say familiar words containing the *sh* sound.
- c. To encourage them to interpret the mood of the poem.

2. *Procedure*. Before introducing the children to the reading of the poem, the teacher will discuss with them the picture on pages 104 and 105. Then she will follow the general procedure suggested for previous speech poems. By appropriate questions and suggestions she should encourage the children to suit the volume and tone of their voices to the quiet, relaxing mood of the poem. When she has finished with the poem, the teacher will continue the children's phonetic training by having them suggest other words beginning with the *sh* sound like *sheep*, *shadow* and *shoe*. She will write these words on the blackboard

so that the children will get practice in associating the sound with the symbol.

Concluding the unit. The teacher will want to check the purposes of this Learning Unit and make sure that they have been accomplished.

Teaching Stage III: Fluent Reading of First Grade Material

This is a review and easy-reading stage, affording opportunity to fix more firmly the reading skills developed during the first year.

Purposes. During this stage the work of the teacher will be guided by these purposes:

1. To perfect the pupils' reading skill through review and through practice with additional easy material.
2. To provide a period of cursory reading in which the child, having acquired adequate basic skills, enjoys reading for its own sake.
3. To increase the pupils' ability to read aloud and to increase the power of listeners to give attention.

Procedure. The following general procedure is suggested for carrying out the purposes of this stage:

1. *Review.* The teacher should, at this time, look back over the purposes, general and specific, that have been presented in this book, to make certain that the objectives have been reached. The supplementary materials suggested below will, of course help to finish the accomplishment of these purposes, but it is at the end of Book One that she must know what remains still to be perfected, and it is through this basic reader that she will find the greatest help in reaching the goals that have been outlined. By summing up her observations, by making reviews, and through testing, the teacher will discover the weaknesses of the pupils and make an effort to strengthen them. This will be an especially comprehensive procedure because all pupils must be brought at this time to that point of excellence which will permit them to proceed to the work of the next grade.

In order to make a review in a friendly, helpful manner, the

teacher will want to permit the pupils to select their favorite story for rereading. By continuing this general selection, it is almost certain that all stories will be chosen. When this review is made by the pupils' rereading, the teacher will take opportunity to review all words in the vocabulary for any particular story chosen and make certain that all pupils are finally familiar with them.

2. *Selection of supplementary materials.* Any supplementary reading which follows the completion of the basic reader should not be expected to add new reading skills, but rather to perfect those already begun and to give the children further enjoyment and practice through easy reading.

The teacher should make a careful examination of the available first readers to determine what use can be made of them in providing a period of easy reading. To do this she should first study, in comparison with the basic Book One, their word lists and story themes. Arrange the first readers in sequence according to the degree to which they correspond with the basic Book One. The one most related to the basic Book One in vocabulary is the one to use first for supplementary reading, provided that it is an interesting and attractive book.

3. *Using supplementary materials.* The teacher will arouse an interest in the characters of the new first reader and will divide the book into appropriate Learning Units. There should be few new words in the supplementary first reader, but the child should be given help with those which do occur so that they will not detract from his enjoyment of the reading.

If the material is well selected, the pupils should be able to read it naturally and easily. The teacher will make certain that every child in the class is reading a book which causes him little difficulty. Let them read to themselves before reading to others. Emphasize correct pronunciation, proper grouping, and meaningful expression in oral reading. In the audience reading situation the teacher must make sure that a child's reading does not exceed the interest span of his listeners. By appropriate remarks, however, she will arouse the children's enthusiasm for the thing to be read; thus she will encourage the listeners to follow actively

the reading for a reasonable length of time. Make sure that the children sense the situations in each story and realize there is a problem to be solved. In this way they will learn that reading is the key to solutions.

4. *Desirable outcomes of Stage III.* Stage III should result in the following desirable outcomes:

- a. The children should exhibit signs of much enjoyment of reading.
- b. They should show evidences of ability to read rapidly to themselves with decreasing use of the lips and finger pointing, and should read to others smoothly and with good phrasing.
- c. They should show less and less confusion with new words and should have mastered the vocabulary of the Pre-Primer, the Primer, Book One, and the supplementary first readers by the end of this stage.
- d. Pupils should read better orally and listeners should have a longer span of attention.

Nonreading Activities

Suggested types. Throughout the First Reader Period the child's education should be progressing through experiences of a nonreading nature. The teacher, knowing her own pupils and the availability of materials, can plan nonreading activities especially suited to their interests and needs. It is not desirable to have more than five or six activities in progress at the same time. The following list suggests various types of nonreading activities which the teacher may wish to use during the First Reader Period:

1. Collecting and pressing leaves and learning their names.
2. Painting a picture to represent a stained glass window.
3. Making toys and repairing old ones.
4. Listening for sounds in nature and being able to imitate them.
5. Making up riddles and rhymes.
6. Washing and ironing.

7. Dressing dolls.
8. Looking for birds and learning the names and characteristics of the common birds.
9. Setting a hen, observing how eggs hatch, and caring for baby chicks.
10. Observing the development of fruit, such as apples.
11. Noting the signs of the seasons.
12. Making a gingerbread man.

In addition to choosing from the nonreading activities listed above, the teacher may wish to begin or to continue some of the following activities which were previously suggested for the Pre-Primer and Primer Periods:

1. Making scrapbooks with pictures cut from old magazines.
2. Making little booklets to hold typewritten stories or hectographed units of reading.
3. Building with blocks of various kinds.
4. Modeling with clay.
5. Playing with dolls and toys.
6. Taking care of a pet.
7. Making things from wood.
8. Sewing.
9. Caring for a dish garden, plants and bulbs in cans, or a real garden.
10. Dressing up in old costumes. (Old fans, slippers, trimmings, beads, party dresses and accessories may be kept at school in a costume box for this purpose.)
11. Playing games and solving simple puzzles.
12. Keeping the schoolroom in order by taking care of wraps, plants, scissors, and other things.
13. Using scraps and discards such as spools, ribbons, bits of cloth or leather, paper, and string in any creative way.
14. Enjoying picture books. (A browsing table equipped with several good picture books should be used for this purpose.)
15. Playing school and engaging in various types of dramatic play.
16. Arranging pictures and other things of interest on a

bulletin board. (In time the bulletin board may grow into a class newspaper.)

Objectives. These nonreading activities, however, must not be regarded as merely busywork or time-consuming activities but should be made responsible to contribute to the child's growth in a wide range of educational objectives.

Any one of the activities listed above may be analyzed into the educational aims it serves. For example, when the children are caring for a dish garden or a real garden, the teacher will see to it constantly that definite and worth-while values are being realized by asking herself questions such as:

1. Is this experience with the garden helping the child to acquire a rich and meaningful vocabulary? What words and phrases is the child learning from this play?
2. Is the child growing in concepts about different kinds of plants and the parts of plants such as leaves, blossoms, buds, stem, and roots?
3. Is he developing a sense of responsibility toward doing a regular task?
4. Is he getting an understanding of the importance of soil, sun, and water to the development of a seed into a growing plant?
5. Does he tend to share his pleasure and his appreciation of growing things with others?
6. Does he carry this interest in growing things into his life outside of school; for example, does this school activity increase his interest in caring for plants at home and does it make him more alert to the beauties of plants, flowers, and trees which he sees anywhere?

THE SECOND READER PERIOD

Teaching Stages

The Second Reader Period is naturally divided into three Teaching Stages: (1) Preparation for Book Two; (2) Developing Mastery of Book Two; and (3) Fluent Reading of Second Grade Material. The first Teaching Stage precedes the introduction of Book Two. It is a readiness stage. The second Teaching Stage is a stage of growth and development in reading power through mastery of Book Two. The third stage is a review and easy-reading stage, following the completion of Book Two, fixing the reading skills previously developed, and giving the child confidence and pleasure.

Purposes for the Second Reader Period

During the Second Reader Period the teacher should provide the children with wide experiences of both a reading and a nonreading nature. Through these experiences the teacher will guide the child toward fuller realization of these goals set up for former levels:

1. Growth in powers of self-direction and persistence.
2. Increase in oral language power.
3. Development of desirable attitudes toward books.
4. Development of powers of attention and increase in ability to follow directions.
5. Increase in development of adequate eye-sweep and ability to read from left to right.
6. Increase in the ability to see a purpose in reading.
7. Increase in power to read to himself and to others fluently and with understanding and enjoyment.
8. Increase in ability to recognize similarities and differences in word forms.
9. Increase in power to get words from context.
10. Greater confidence in his power to read.
11. Increase in command of sight words.
12. Increase in ability to solve word problems through phonics.

13. Ability to enjoy reading as a leisure activity.
14. Increase in ability to read and interpret paragraph units.
15. Stimulation to seek new interests through experiences and observations.

She will also direct him toward the attainment of these additional Second Reader goals:

1. Power to make a complete sentence answer to a fairly complicated problem or question.
2. Ability to tell interestingly and in logical sequence something he has read or seen.
3. Realization that through reading he can get information independently.
4. Ability to interpret materials of a somewhat advanced organization, demanding a longer span of attention.
5. Increase in ability to relate his experiences, both direct and vicarious, to his reading.

The reading and nonreading activities should be carried on concurrently. Suggestions for administering reading activities are begun on page 94; for nonreading activities, on page 122.

Program for Speech Improvement

Book Two continues the presentation of special lessons designed to improve the children's speech. In presenting the speech program the teacher will be guided by the specific purposes set up in each speech lesson and she will also work constantly toward the accomplishment of the following general goals:

1. To give the children good patterns of pronunciation, enunciation, and articulation and to encourage them by example to use pleasant speaking voices and good phrasing.
2. To give the children pleasure in group reading.
3. To help the children find pleasure in rhythmic verse.
4. To help the children see the value and beauty of precise speech.
5. To prevent reading disabilities arising from defective speech.

In addition she will encourage the children to develop and

observe desirable standards not only in their special speech lessons but also in their reading and their conversation. By careful planning the teacher will lead the children to make their own standards. They will probably include the following:

Do I stand or sit tall?

Do I know what I am going to say?

Do I look at the children when I speak?

Am I easily heard?

Am I easily understood?

Do I have a friendly voice?

Do I always use the right word?

Basic Reading Activities

Materials. In carrying out the basic reading activities of the Second Reader Period the following materials will be used:

1. The Laidlaw Basic Reader Book Two
2. The Laidlaw Book Two Activities Book
3. Experience-activity charts if desired
4. The Laidlaw Basic Reader Book One
5. Supplementary first and second readers if available.

Teaching Stage I: Preparation for Book Two

Many children enter the second grade after a summer in which they have read very little. They need to re-establish the skills developed during the first year before they begin to develop new reading power. This stage provides for the necessary readjustment and appraisal to insure that when the children attempt second-grade reading material they will make steady progress.

Purpose. At this stage the teacher's purpose will be to provide for a period of readjustment and review to prepare the child for second-grade reading.

Procedure. The following general procedure is suggested for carrying out the purposes of this stage:

1. *Approach.* While many children will be ready to read second-reader material with some satisfaction, a period of

review reading of familiar materials will be a good approach to second-grade reading. This reading should be motivated in so far as possible by having the children recall pleasant reading experiences of the past year and by having them read again their favorite stories. New interests may be approached by means of informal discussion.

2. *Selection of material.* Material on a first grade level of difficulty should be used until the children are reading with a high degree of interest silently and until oral reading proceeds smoothly without excessive interruption from recognition difficulties. During this stage new words should be kept at a very low average per page.

Experience-activity chart material may be rapidly reviewed and new units developed around the centers of interest now occupying the children's attention. The vocabulary should be familiar. The teacher may wish also to use timely announcements, school papers, and children's magazines or newspapers as material for this review reading.

In schools well provided with supplementary material, a new but relatively easy book should be chosen for class reading. The vocabulary of this book should be familiar and the material of high interest value. If no such book is available, a period of rapid review reading of the Laidlaw Basic Book One is advisable. This reading should not be interrupted by excessive preparation, word drill, and detailed analysis.

3. *Diagnosis and grouping.* During this stage the teacher will find it desirable to test vocabulary, comprehension, and speed to determine which children are ready to begin Book Two, which are almost ready, and which are least ready. The following simple, easily-administered tests are suggested as a basis for such grouping.

a. *Vocabulary.* To test vocabulary, the teacher may arrange a schedule and have each child come to her desk at some period during the day, or even before and after school. She should have a book of first-reader difficulty and should give the child an identical text. She will direct him to read to her, and as he reads, she will mark in her book the mistakes he makes, such as

mispronunciations, omissions, substitutions, disregard for marks of punctuation, refusal to attack words, tendency to read word by word, finger pointing, lack of interest, and visual or hearing difficulties. When the child has finished the selection, she will analyze and record into which category his errors fall.

b. *Comprehension.* To test comprehension, the teacher may choose an easy selection from a supplementary first reader. If there are not enough copies of any one supplementary reader available for the entire class, she may prepare a suitable selection and mimeograph it. Then she will direct each child to read the selection carefully, taking as much time as he needs, but remembering that after the story is read he will be asked to answer questions about it. When every child has read the story, a mimeographed sheet should be passed, or questions on the blackboard should be displayed, and the children asked to write their answers according to their comprehension of the selection. The questions must be simple and concrete such as:

Does the story tell about winter or summer?

Is there a boy in the story?

Who did thus and so?

On a basis of such questions the teacher can determine her pupils' ability in comprehension.

c. *Speed.* To test speed, the teacher may select some easy first reader and have the children open the books to an interesting selection, containing vocabulary and concepts familiar to them. If there are not enough copies of a suitable supplementary reader available for the entire class, the teacher may prepare a selection and mimeograph it. She will ask the children on a given signal to begin reading to themselves and to continue reading until she says stop. When they have read three minutes she will say stop. Each child will mark the last word he was reading when the signal came. The books or mimeographed sheets will be collected and the teacher will note the number of words each child has read during the three minutes. The number for each child will be recorded. A day or two later the teacher may give the same test with another story. In this way the teacher will discover who are the rapid readers and who are the slow readers.

The results of these three little tests will show the teacher what the main needs of her pupils are, and she will group for review and drill accordingly.

4. *Individual needs.* Plan additional work to overcome the specific weaknesses shown by the children. This work should be varied in content and in type. Blackboard and chart exercises, as well as connected reading from easy readers and primers, should constitute a part of the supplementary work. Individual children must be given much practice with the particular words that cause them vocabulary difficulty. Supplementary drill work should be highly motivated. Children should be made to feel the need of the work and should be shown that they are making progress.

Concluding Stage I. The teacher will recall the purpose of this stage; if this purpose has been accomplished, the children are ready for the next stage.

Teaching Stage II: Developing Mastery of Book Two

The content of Book Two consists of centers of interest or Learning Units which follow one another in natural progression so that the child, at all times, is offered material suitable to his maturity level and to his power to read. Each Learning Unit is designed to stimulate the child's interest and to give him a reading purpose. Within the Learning Units are speech lessons carefully planned to meet the child's needs and abilities.

The teaching procedure for developing mastery of Book Two is organized on the basis of the Learning Units and the speech lessons. The suggestions for presenting the speech lessons appear at the end of each Learning Unit.

LEARNING UNIT ONE

Storybook Friends, pages 7 through 68

This unit extends and enriches the child's experiences through stories about camping, the circus, animals, and Indians. Each story in this unit is centered around the activities of real and

interesting characters—friends for the child to know through reading.

Purposes. In presenting Learning Unit One, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words. (See Word List, page 254.)
2. To increase the child's ability to interpret materials of a somewhat advanced organization demanding a longer span of attention.
3. To increase the enjoyment of independent reading.
4. To increase the child's ability to find friends in reading.
5. To increase his ability to relate the experiences of story characters and to his own experiences.
6. To increase his awareness of the variety of life through vicarious experiences.
7. To increase his ability to solve problems of vocabulary independently.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Before she introduces the children to the actual reading of any story in the unit the teacher should make sure that they are familiar with all the oral aspects of the vocabulary for the story and with the concepts involved in it. For example before reading the first story, she will want to discuss and clarify with the pupils such concepts as the desire of a boy to share his pleasures with his mother, the naturalness of a mother's being interested, the necessity of having proper equipment for camping out, the visible aspects of nature, the naturalness of hunger and the pleasure of cooking, the fun of eating outdoors, the necessity of good health habits, the audible aspects of nature, and the naturalness of surprise at awakening in a strange place.

The teacher will be careful not to disclose the plot of the story through her development of these concepts. She will familiarize the children with the concepts and with the oral aspects of the vocabulary through informal conversation and a variety of non-reading activities and games.

2. *Reading.* The child's reading should come to be guided more and more by conscious purposes. The teacher should set up

guiding purposes for reading such as the following :

- a. To find the answer to a question.
- b. To find out what happens next.
- c. To find enjoyment.
- d. To obtain a direction for doing or making something.
- e. To prepare for a discussion, dramatization, or report.
- f. To see how long the child can read without error or help.
- g. To satisfy curiosity.
- h. To add to information.
- i. To explore new fields not already familiar.

The actual reading lesson will be guided by three distinct procedures: (1) teaching, which means anticipating the child's difficulties and guiding him by helpful questions, suggestions, and discussion so that he will meet the reading problem successfully; (2) drilling, giving many experiences with the vocabulary to help the children master it; and (3) testing, determining the children's need for further teaching and drill.

3. *Presenting the new words.* An important part of the teaching procedure in every reading lesson is in anticipating the pupils' vocabulary difficulties. The teacher must be concerned both with new words and words previously presented which have not been thoroughly learned. The first presentation of a word should be in meaningful context either in its natural setting in the book or in chart or blackboard reading.

Consult the page by page Word List at the end of Book Two for the new words. Prepare to give special attention to the words when they appear. When presenting a word in meaningful context, whether in the book, on the blackboard, or on a chart, constantly encourage the children to develop skill in recognition techniques. Direct them by helpful questions and suggestions and guide them in using a variety of clues such as the story illustration, the familiar phonic elements in the new word, the contextual setting, and the familiar visual elements.

4. *Derivative forms and compound words.* The teacher will let the children meet the derivative forms of familiar root words first in context. Then she will help them discover the similarity between the derivative form and the known root word. In this

way she will gradually build up in the child an ability to see familiar parts in new words, and to use this ability in identifying the new words. Compound words which are made up of familiar parts must also be learned in context. When they have been met in context, the teacher should let the children discover the familiar parts.

In this unit pay special attention to contractions and compound words. Be sure that the child understands the principle of the contraction when such words as *I'm*, *isn't*, and *didn't* are presented. Lead the children to discover the simple elements in such compound words as *suitcase*, *toothbrush*, *breakfast*, *overalls*, *backward*, *homesick*, and *coconut*.

5. *Vocabulary drill*. After a new word has been presented in context, analyze with the pupils the general form and appearance of the word, the visual elements already known and the phonic elements, and provide much practice with the word. A variety of games may be used to make vocabulary drill attractive.

Vocabulary testing at intervals and practice with words through such exercises as putting words together that belong, crossing out the word that doesn't belong, and matching words with definitions add to the child's control of words. Having the child keep a Word Book and add the new words he learns as they appear increases his interest in vocabulary development. In this way a feeling of mastery is achieved and the child becomes interested in enlarging his reading vocabulary.

6. *Developing the lesson*. In developing the reading lesson, to avoid word reading and to guarantee fluency and meaning, the teacher must emphasize thoughts. This she may do by asking the child a question or suggesting a question to which the phrase, sentence, paragraph, or section to be read is an answer. Sometimes the teacher will find it desirable to have the child answer by reading the material aloud; other times she will let him read silently and then answer in his own words.

7. *Rapid reading*. Sometimes the teacher will prepare for a period of rapid reading by presenting new words and reviewing troublesome old words in easy sentences on charts or on the blackboard. In this way she will enable the children to be free

from vocabulary difficulties when they undertake the reading of the story in their books. The rapid reading which will follow such preparation will enable the children to have the sensation of getting a series of enjoyable thoughts and experiences without too much interruption. The teacher will keep careful note of any who may be guessing or unsure as this rapid reading progresses. Later she will supply such slower pupils with supplementary practice.

8. *Story discussion*. After a story has been read by the group or the class, the teacher will discuss it with the children, and through questioning make sure that they have understood the main points and that they are relating the story to their own experiences. The exercises at the end of the stories provide good material for this discussion. This questioning should not be so intensive as to make the child lose his sense of enjoyment of what he has just read. The questions should be of such a nature and asked in such a way that the child will look upon them as a check to determine whether he has missed anything he might have enjoyed.

9. *Independent reading*. Organize supplementary books and library materials around the centers of interest now occupying the pupils' attention and provide for a daily independent reading period during which the pupils read for pleasure the things that interest them most. Let this material be at or below the difficulty level of the basic materials; at level for the more capable readers, and below level for the slower readers.

10. *Phonics*. Throughout the Second Reader Period the child should show increased ability to solve new word problems from phonic clues. The teacher will help the child to develop this ability by continuing the same type of training which was begun in Book One.

a. *Initial sounds*. She will begin by reviewing the simple consonant sounds. For example, she will select familiar words beginning with *s* such as *some, sorry, sad, summer, saved, and suit*. She may write sentences containing two or three of these words and have the children underline the *s* words, or erase all of the sentence but the *s* words.

Another procedure would be to have the entire list of familiar *s* words on the blackboard, letting the children pronounce them and discover that they all begin with the same sound and that the symbol for that sound is *s*. The teacher may continue practice with the *s* sound by writing the letter *s* on the board, saying as she writes, "I am thinking of a word that begins with *s*. (She will give the *s* sound and not just say the letter *s*.) What could that word be?" As the children respond with familiar *s* words, she will write the words on the blackboard. The teacher should use this procedure and other procedures which she will devise until the children automatically associate the *s* sound with the *s* symbol. The same methods can be used in reviewing the other consonant sounds and blends.

b. *Word endings*. When the children are familiar with the initial consonant sounds and blends, simple word endings should be reviewed. Only words with clear simple phonograms such as *et*, *an*, *ad*, *ot*, *all*, *ouse*, and *ing* should be so analyzed. Such endings as *ome*, which has one sound in *home* and another in *come* should be avoided. An analysis of words of this sort should be left until a later grade when the children are ready for a study of diacritical marks.

In reviewing the simple word endings, the teacher will write on the board a simple word such as *sing*, leaving the word intact. She will ask the children which part says *s* (giving the *s* sound, not just pronouncing the letter) and which part says *ing*. The children, from their previous experience with beginning consonants should readily give the desired response. When it is clear that the children understand the analysis of the word *sing*, the teacher will write under it other known words such as *ring*, *spring*, and *thing*. Then she will help the children to discover the similarity between these words. Next she may wish to have the children make up new words out of the elements of the old known words. For example, in connection with the word *sing*, the children may contribute *king*, *swing*, and *bring*. When the children have become familiar with a phonogram such as *ing* they should be encouraged to use it in solving new words which occur in their reading.

c. *Word Book*. During the Second Reader Period the teacher may wish to have each child arrange his Word Book (see page 100, paragraph 5) as a little dictionary in which he will list words according to their consonant beginnings. For example, he should have one page on which he will list nothing but *c* words, another page on which he will list nothing but *d* words. As the child learns new words, he will put them on their proper page in his little dictionary. This listing will not only add to his sensitivity to the initial sounds of words, but it will provide a very simple beginning to understanding dictionaries and indexes, and will give good practice in written spelling.

The teacher may wish the children to include in their dictionaries another section in which they will list words containing similar endings such as *red*, *bed*, *fed*, and *led*.

11. *The Book Two Activities Book*. The teacher whose class is supplied with the Book Two Activities Book will find in it a variety of maintenance and functional exercises. Accompanying each activity lesson are complete instructions for administering it.

12. *Purposeful seatwork exercises*. During the Second Reader Period every child should have opportunity to work at one or more of the several centers of interest suggested on page 122. Although a long list of activities has been suggested, not more than five or six should be going on in the classroom at any one time. The teacher will see to it that definite educational outcomes are being realized through the centers of interest. Aside from the more or less manipulative activities, there can be dramatic play, conferences, storytelling, songs and rhythms, the learning of rhymes, and other creative group activities. These group activities need direct teacher supervision.

Throughout the Second Reader Period the pupil's reading material should be enlarged by supplementary exercises. The teacher must be very careful that no exercise becomes merely a time-filling activity. Every exercise must be suited to the child's needs. It must suit some child purpose, there must be a minimum chance for mistakes, and it must always be checked.

If the children need more practice, the teacher may direct them

in drawing pictures of favorite characters or incidents, and help them in building up little units of reading about their pictures. The teacher may prepare hectographed or mimeographed reading exercises of her own, using the vocabulary learned so far. The Book Two Activities Book will supply additional subjects for seatwork as will many of the exercises at the end of each story in the basic reader.

13. *Test exercises.* Test exercises must, of course, be used as a check on the pupils' progress. The teacher should test regularly at the end of each story, or oftener if she considers more frequent testing desirable. In addition to the teacher's own questions, there are, at the end of each story and in the Activities Book, certain questions and exercises which she may use for further testing purposes.

14. *Individual needs.* Through observation and testing the teacher should be constantly aware of weaknesses that may appear in the reading activities of any child. She will then plan the kind of supplementary practice best suited, in her opinion, to eliminate the weakness which she has observed. This supplementary material may take the form of easier reading and much drill supplied to give the child greater confidence, if he is unsure; to bolster his vocabulary, if it is inadequate; to increase his interest in the type of reading he is doing, if this is necessary; and in all ways to raise him to the level of his group, if in any part he has dropped below.

Speech Lesson One: Daisy Stars, page 27. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice with the vowel sounds.
- b. To arouse in them an appreciation of imagery.

2. *Procedure.* The teacher will say the entire poem to the children being sure that she uses a pleasant speaking voice and good phrasing and that she gives them a good pattern of enunciation, articulation, and pronunciation. When the children have become familiar with the poem from having heard it, the teacher will divide the class into two groups and let one group read the

first stanza and the other group the second. Since the poem contains almost all the vowels, both long and short, it provides excellent practice with these sounds. In discussing the poem with the children, the teacher should encourage them to enjoy its imagery. If she wishes at this point to have the pupils enlarge their repertoire, she may introduce them to such favorites as, "Twinkle, Twinkle, Little Star."

Speech Lesson Two: The Animal Show, page 52. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To stimulate leadership through line-a-child reading.
- b. To note individual speech needs.
- c. To give children practice in careful enunciation of phrases often slurred.

2. *Procedure.* Before introducing the children to the actual speaking of the speech poem, the teacher should be sure that they understand the concepts involved. She may wish to have them bring pictures to school of the animals mentioned and to have the pictures arranged on a bulletin board or in some other conspicuous place. When she is sure that the children are familiar with the concepts, and when she has aroused in them a keen interest in circus animals, she will say the whole poem to them several times being sure that she gives them a good pattern of articulation, pronunciation, and enunciation and that she uses a pleasant speaking voice and good phrasing.

She should be especially careful to enunciate clearly such phrases as: *who will, go with, I want to, Do you think, and a camel.* Thus she can forestall such errors as: *who ul, go ith, I wanna, ju think, anna camel.*

When the children have become familiar with the poem from hearing it, the teacher will assign the lines to individual children and to the whole group as indicated. This line-a-child procedure will give the teacher an opportunity to observe the children's individual needs in speech and their ability to interpret the poem. Having observed these individual needs, she will, of course, provide additional practice for the children who need it.

In presenting this and other speech poems the teacher should see to it that a happy atmosphere prevails. In this way she can lead the children to look upon efforts to improve their speech as enjoyable experiences and to regard the poems as merry verse to be said again and again just for fun.

Speech Lesson Three: The Naughty Little Foxes, page 53. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To review the *f* sound and to give the children practice in making the *n* and *sn* sounds.
- b. To increase their phonetic sensitivity by having them say familiar words that begin with *n*, *sn*, and *f*.
- c. To encourage them to express different moods by varying their volume, tone, pitch, and inflection.

2. *Procedure.* Before reading the poem to the children the teacher may wish to call their attention to the picture and to discuss with them the cold and damp qualities of snow. Then, with all books open, she and the children will read the whole poem through together until they are familiar with its story and its rhythm. In this reading the teacher must be sure that she is giving the children good speech patterns.

Then the teacher will divide them into two groups and have them read the poem in parts as indicated. She will encourage them to interpret the poem, by asking such questions as:

How would the little foxes feel when they began to play?

How would the mother fox ask them to come in?

The teacher will have the children read the poem several times until they become entirely familiar with it and regard it as a piece of jolly verse to which they will return later to say it just for fun. Having fun with the poem will create in the children knowledge that verse is enjoyable. The teacher should not, however, lose sight of the other aspects involved in teaching speech skills. When she has finished with the poem she may wish to continue the children's phonetic training by having them suggest words that begin with the *f* sound, words that begin with the *n* sound, and words that begin with the *sn* sound.

Speech Lesson Four: Grandfather Frog, page 67. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *g* and *k* sounds.
- b. To increase their phonetic sensitivity through many experiences with these sounds.
- c. To make them aware of the correct pronunciation of certain words frequently mispronounced or poorly enunciated.

2. *Procedure.* The teacher will say the poem to the children several times. She will observe that this poem contains certain words which are often mispronounced or poorly enunciated such as *frog, down, catch, log, croaking, thinking, just, from, and was*, and will take special care to give the children good patterns for these words. When the children are familiar with the poem from hearing it, the teacher will have them say the refrain. Later she may wish to divide the children into groups and have one group say the teacher's part and one the refrain or she may want to have one child say the teacher's part and the rest of the group say the refrain. To continue their phonetic training she may wish to have the children suggest familiar *g* words and *k* words.

Speech Lesson Five: Snow Flakes, page 68. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice with the proper enunciation of the *ing* ending.
- b. To give them practice with the consonant blends: *sw, tw, dr, sl, sk, and sh*.
- c. To encourage them to interpret the poem through varying their tempo, volume, and tone.

2. *Procedure.* The teacher will say this poem to the children being very careful that every letter is given full value. When the children have become familiar with the poem from hearing

it, she will have them say it with her. Later she may wish to divide the children into groups and let one group take the teacher's part and the other group the children's part. She may encourage them to vary their tone, volume, and tempo to suit the lines. For example the first four lines may be said softly and slowly to suggest falling snow; the next two lines may be said more briskly to suggest the hurrying people. When the class has finished with this poem, the teacher may wish to continue the children's phonetic training by having them suggest other words that begin with the consonant blends *sw*, *tw*, *dr*, *sh*, *sl*, and *sk*, and other words that end with the *ing* sound. She may, if she desires, have the children add these words to their phonetic dictionaries.

Concluding the unit. At the end of this Learning Unit the teacher will make a check on the purposes that have been set up for the unit and make certain that the pupils have carried out these purposes. If she is not satisfied at the degree to which these have been carried out, she will, of course, outline and carry through a review that will insure a closer approach to the desired accomplishments.

LEARNING UNIT TWO .

Just for Fun, pages 69 through 138

This unit appeals primarily to the child's enjoyment of humor and imagination.

Purposes. In presenting Learning Unit Two, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words. (See Word List.)
2. To give children an opportunity to enjoy humorous situations and characters.
3. To help the child understand and appreciate imaginative stories.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Before beginning the actual reading of any story in this unit the teacher should make sure through conversa-

tion and nonreading activities that the pupils are familiar with the oral aspects of the vocabulary of the story and any concepts that she feels might cause difficulty for her particular pupils. She will want to see to it that the children are prepared to read this unit mostly for enjoyment of humor and appreciation of imagination. She will, of course, continue to guide the children toward the development of skill in the more mechanical aspects of reading. Giving the children the opportunity to see very clearly what charm and appeal imaginative and humorous writing has is extremely worth-while in creating right attitudes toward reading.

2. *Reading.* See page 98.

3. *Presenting new words.* See page 99.

4. *Vocabulary drill.* See page 100.

5. *Developing the lesson.* See page 100.

6. *Encouraging appreciation of fanciful material.* The teacher will want to give the children opportunity to compose their own imaginative tales in line with the suggestions they get from reading this material. She will want to make sure, however, that the children do not go too far afield in their imaginings and lead the class too far away from the field at hand. In teaching the story, "A Foolish Man and His Donkey," the teacher will find it advisable not to stress the moral, but to emphasize the fun in it.

7. *Phonics.* See page 101. This unit gives ample opportunity to review and apply a large number of phonograms: the long and short vowels, initial consonants, and familiar endings. Do not overstress these elements. Call attention to them only when the child hesitates, makes an error, or refuses to attempt pronunciation. Work at all times for successful use of phonic elements in pronouncing new words, but stress also other methods of attack in combination with them and seek to build up the child's confidence in his ability to pronounce new words as they appear.

8. *Purposeful seatwork exercises.* See page 103.

9. *Test exercises.* In this unit the teacher will test the usual aspects of reading—vocabulary, speed, and comprehension. She will make use of the exercises at the end of each story and the

exercises in the Book Two Activities Book as further checks on the child's ability and progress. She will not, however, attempt much testing of appreciation of humor and imagination. Such aspects of the child's equipment will be easily observable without specific testing. These qualities of appreciation, however, should be definitely encouraged.

10. *Individual needs.* In addition to checking on the needs as they show themselves in the mechanical phases of reading development, the teacher through her encouragement as indicated in the previous paragraph will want to make sure that all the children realize the possibility of finding humor and imaginative pleasure in stories. If there are some who obviously do not find these qualities where they should, the teacher through telling other tales with extremely obvious humor may lead such children to an appreciation of humor less obvious. This may be done also with imaginative stories.

11. *Independent reading.* See page 101.

Speech Lesson Six: A Farmer Went Riding, page 103. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice with the *b*, *l*, and *mp* sounds.
- b. To encourage them to interpret the poem by varying their inflection.

2. *Procedure.* The teacher will say the entire poem to the children being sure that she gives them good speech patterns. She will observe that in addition to the *b*, *l*, and *mp* sounds, the poem also gives practice with the *ing* ending in such words as *riding* and *laughing* and with the *ow* sound in *down* and *town* and that the refrains invite varied inflection. When the children have become familiar with the poem from hearing it, she will have them read it with her. Later if she wishes she may have one child say the teacher's part and the rest of the class say the children's refrain.

Although the teacher will use this poem to teach the specific speech aspects mentioned above, she must be sure that she does

not detract from the children's enjoyment of it. She should lead them to feel that it is a bit of amusing verse to which they will want to return from time to time to say it just for fun.

When the teacher has finished with the poem, she may continue the children's phonetic training by having them add to their dictionaries words which begin with *b* and *l* and words which contain the *mp* sound. She may also have them list words that rhyme with *bump*.

Speech Lesson Seven: More Rhymes from Jingleland, pages 112 and 113.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice with the proper pronunciation of words frequently mispronounced.
- b. To increase their phonetic sensitivity by having them suggest words that rhyme with *get*.

2. *Procedure.* When the teacher has read the rhymes on page 112 with the children, she will have them list other words that rhyme with *get*. Then she will read with them the rhymes on page 113 being sure that they understand the proper pronunciation of the words *many* and *just*.

Speech Lesson Eight: When the Animals Go to Sleep, pages 126 and 127. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To note the speech needs of individual children.
- b. To develop confidence and poise through line-a-child reading.
- c. To increase the children's phonetic sensitivity by having them find and say words that rhyme.

2. *Procedure.* The teacher will read the entire poem to the children several times being especially careful that she gives them a good pattern of phrasing. When they have become familiar with the poem from hearing it read, she will assign the stanzas to individual children as indicated. As each child reads his stanza she will observe individual needs. Later she

will give special help to those children who need it. When she has finished with the reading of the poem she may wish to have the children find the rhyming words in each stanza.

Concluding the unit. Before going to the next Learning Unit, check the purposes of this one and make sure they have been accomplished.

• LEARNING UNIT THREE

In the World around Us, pages 139 through 191

This unit contains factual stories carefully selected to satisfy the child's interest in animals and nature and to develop in him the skills necessary for work-type reading.

Purposes. In presenting Learning Unit Three, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words. (See Word List.)
2. To develop an awareness of the fact value in realistic stories.
3. To build an appreciation of the fact that there are many different kinds of stories.
4. To increase ability to remember specific facts.
5. To teach the value of finding and comprehending the main thought in realistic material.
6. To increase ability to connect reading experiences with real experiences.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Before introducing the children to the actual reading of any story in this unit the teacher should make sure that they are familiar with the oral aspects of the vocabulary of the story and with the concepts involved in it. She will do this through conversation and a variety of nonreading activities without detracting from the freshness of the stories.

She will want to prepare the children to accept material markedly different from that which they have read in the previous unit. She will want to point out that there is great variety in stories; for example, some stories are read just for

the fun of reading them, others are read to gain information.

It is not desirable for the teacher to indicate any preference in regard to kinds of material—to say for example that realistic material is more important than humorous or imaginative or vice versa. She will emphasize rather that each has its place.

2. *Reading.* See page 98.

3. *Relating reading and experiences.* The teacher in dealing with realistic types of material should lead the children to see that they can learn many things through reading and that they can add to their knowledge by remembering the facts given in the stories they are reading. All through this unit the teacher will encourage the children to call upon their own experiences to help them understand the things they are reading about. Occasionally she may wish to permit them to tell the class how their experiences help them to understand.

4. *Story discussion.* See suggestions under Learning Unit One.

5. *Phonics.* See page 101.

6. *Purposeful seatwork exercises.* Exercises chosen from those at the end of the stories in the basic reader and found in the Activities Book will supplement the work of the children who need further practice.

7. *Test exercises.* After testing the children to make sure that they are keeping up with the class in normal reading progress, the teacher will want, in this unit, to give rather specific, and to the best reading groups, rather exacting test exercises. These will be given for the purpose of making sure that the best readers are really understanding and remembering specific details and main thoughts. Not much of this same kind of testing should be done with the slower-moving groups; but attainments which apply to them they should be held to rigidly.

8. *Individual needs.* In this unit as in previous ones, the teacher must constantly give individual practice to pupils through a variety of drill activities to strengthen their command of vocabulary. The objective needs in this unit can be more easily handled than they can in the imaginative or humorous units. If it is found that certain children, though normal readers

in other respects, have poor ability in remembering facts or comprehending main thoughts, the teacher will want to give much supplementary practice in remembering very simple facts and in understanding very simple thoughts. By encouraging the children to see the value of remembering facts and by giving them added practice in remembering simple facts, she will stimulate their desire to remember. The teacher will want to encourage the best readers to do further reading in other books.

Speech Lesson Nine: Summer Rain, page 153. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give children practice in making the *r* sound and the final *p* sound.
- b. To increase their phonetic sensitivity by having them say familiar *r* words.
- c. To encourage the children to interpret the poem by varying volume, mood, and tempo.

2. *Procedure.* Before the teacher begins the actual reading of the poem, she will talk with the children briefly about the sound of summer rain. By appropriate questions the teacher will lead the children to suggest a little tune for the refrain preceding "It sings to the grass." She will encourage them to use very soft volume in the refrain preceding "The raindrops pass," to express the sound of the rain as it goes away. With all books open the teacher will read the entire poem through with the children. Then she will divide the class into two groups and have them read the poem. When the teacher has finished with the poem, she may continue the children's phonetic training by having them say and add to their phonetic dictionaries other words that begin with *r*.

Speech Lesson Ten: Swish! Swash!, page 169. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in making the *sw* and *sh* sounds.

- b. To increase their phonetic sensitivity by having them suggest other words containing the *sw* and *sh* sounds.

2. *Procedure.* The teacher will have the children open their books to the poem and will discuss with them briefly the pictures that appear on the page, letting them recall from their own experience the sound water makes when they wade through it and the sound of leaves underfoot. Then she and the children will read the poem through together. In this procedure, she will of course be careful to give them good speech patterns. When the children have become familiar with the poem from reading it with the teacher, she may let the boys read the first stanza and the girls the second. Then she may have the children add *sw* and *sh* words to their phonetic dictionaries.

Speech Lesson Eleven: Morning on the Farm, pages 176 and 177. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To make children sensitive to the sounds animals make.
- b. To review speech sounds already presented and to give practice with the *j* and *qu* sounds.

2. *Procedure.* The teacher will have the children open their books to page 176 and look at the picture on the page. She will discuss with them the various animals shown in the picture and the sound that each of these animals makes. Then after she and the children have read the poem through together she will assign the stanzas to individual children and let them read in turn. In order to get the most value from this poem, the teacher must see to it that the children enter into it in a spirit of fun. When the children have read the poem several times, the teacher may have them find the rhyming words in each stanza and if she wishes she may have them extend the list of rhyming words.

Speech Lesson Twelve: The Song of the Seeds, page 192. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give practice with the short *u*, final *p*, and the long *oo* sounds.

- b. To encourage the children to interpret the mood of the poem.

2. *Procedure.* The teacher will have the children recall the story they have just read about the radishes, lettuce, and flowers. After she and the children have read the entire poem together, she may divide the class into two groups if she wishes and have one group read the teacher's part and the other group the children's part. She should encourage the children to interpret the mood of the poem by reading it in happy voices. She should give special attention to good enunciation of such phrases as *blossom bonnets*, *lettuce seeds*, and *radish roots*.

Concluding the unit. Refer to the purposes of this Learning Unit and make sure that they have been accomplished.

LEARNING UNIT FOUR

Elves, Fairies, and Wonder Tales, pages 193 through 253

This unit contains fanciful stories filled with action and suspense and written in a simple, charming style.

Purposes. In presenting Learning Unit Four, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words. (See Word List.)
2. To increase ability to appreciate imaginative stories.
3. To teach the children to read for themselves tales that are a part of every child's heritage.
4. To encourage the children to realize that they have read a complete book successfully and found much pleasure in it.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* The teacher will make sure through conversation and nonreading activities that the children know all the oral aspects of the vocabulary of each story in this unit before she introduces them to the reading of the story. She will make sure, too, that before they read they are sufficiently familiar with the concepts of the story. The teacher will indicate to the children that once more they are going to read imaginative material and lead them to anticipate their enjoyment of it.

2. *Presenting the new words.* See page 99.

3. *Vocabulary drill.* See page 100.

4. *Reading.* In addition to following the technique suggested on page 98, the teacher will want to point out that the stories found in this unit are kinds which have always been popular, that in the days before there were books people found much pleasure in listening to such stories, and that the children in being able now to read them are having the same kind of pleasure that people for many, many years have had.

The verses included on pages 206 and 207 may provide the children with an opportunity to take an active part in what they are reading by dramatizing or improvising original dances.

5. *Story discussion.* Discussion of stories of this sort should be limited, and should be chiefly for the purpose of letting children know what others have found and enjoyed.

6. *Phonics.* See page 101. Seek particularly throughout this unit to get the children to apply their knowledge of familiar phonic elements to new words in all reading they do. Discourage any unnecessary asking for the pronunciation of new words.

7. *Purposeful seatwork exercises.* See page 103.

8. *Test exercises.* The exercises in this unit will attempt to draw out the child's appreciation and enjoyment of fanciful material, and to make sure that normal progress in reading is being made. The exercises at the end of the stories will be used, but no special or searching test material should be applied to reading of this nature.

9. *Individual needs.* See suggestions in Learning Unit One. By telling other fanciful stories or by helping the children to make up imaginative tales of their own, the teacher will encourage any children whose appreciation of this kind of material needs further stimulation.

10. *Independent reading.* See page 101.

Speech Lesson Thirteen: Wishing Shoes, pages 208 and 209. For general goals and suggested standards, see page 93.

1. *Specific purpose.* The specific purpose of this speech lesson is to give the children practice with consonant blends, particularly *wh* and *sh*.

2. *Procedure.* In order to set the mood for the poem the teacher will discuss with the children the picture on page 208. She will discuss with them also beliefs that people have about how to make their wishes come true. She will read the entire poem through with the children being especially careful to give them good patterns for all consonant blends.

After the teacher has read the entire poem through with the children, she will have individual children read the stanzas in turn. This little poem is one which the teacher may wish to have the children memorize and say again and again.

Speech Lesson Fourteen: Ferry Me Across the Water, page 234. For general goals and suggested standards, see page 93.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give practice with the proper pronunciation of certain words frequently mispronounced.
- b. To review speech sounds previously presented, particularly *f*, *d*, *p*, and *b*.

2. *Procedure.* To set the mood for the poem the teacher will talk with the children about the picture. She will read the entire poem to them being careful to give good speech patterns particularly for such words as *across*, *water*, and *your*. Then she will let the girls read the part marked Group I and the boys read the part marked Group II.

Speech Lesson Fifteen: Little Mousie Brown, page 235. For general goals and suggested standards, see page 93.

1. *Specific purpose.* The specific purpose of this speech lesson is to give practice with the *ou* and *ow* sound.

2. *Procedure.* The teacher will read the entire poem to the children, being careful to give them good speech patterns. Then she will divide the class into two groups and let the groups read the parts in turn. The teacher will want to make sure that the children give the *ou-ow* diphthong the correct tone quality. *Mousie*, *brown*, *down*, and *town* may need attention. Remember that *ou-ow* combine *ah* plus *oo*, and the jaws must move, opening the mouth, or the sound will slip through the nose producing nasal, flat tones.

Although she will emphasize the specific speech elements of the poem, the teacher must be sure that she does not detract from the children's enjoyment of it, for it is a jolly little poem which should be read for the enjoyment that is in it. When the teacher has finished with the poem she may wish to have the children list other words that rhyme with *brown* and *down*.

Speech Lesson Sixteen: Little Echo, page 246. For general goals and suggested standards, see page 93.

1. *Specific purpose.* The specific purpose of this speech lesson is to give the children practice in voice control, modulation, and variation of tone and volume.

2. *Procedure.* Before beginning the reading of the poem the teacher may wish to discuss echoes with the children. Then she will read the entire poem to them.

There are various ways in which she may conduct the reading of this poem. Here are two suggestions: She may read the teacher's part herself and have all the children answer with the children's part; or she may have one child read the teacher's part, one group of children read the first part marked children, and another group answer with the echo part. She will encourage the children to make a change in tone and volume when they answer with the echo part.

Concluding the unit. The teacher will want to check the purposes of this Learning Unit and make sure that they have been accomplished.

Teaching Stage III: Fluent Reading of Second Grade Material

This is a review and easy-reading stage, affording opportunity to fix more firmly the reading skills previously developed.

Purposes. During this stage the work of the teacher will be guided by these purposes:

1. To perfect the pupils' reading skill through review and through practice with additional easy material.
2. To provide a period of cursory reading in which the child, having acquired adequate basic skills, enjoys reading for its own sake.

3. To increase the pupils' ability to read aloud and to increase the power of listeners to give attention.

Procedure. The following general procedure is suggested for carrying out the purposes of this stage:

1. *Review.* The teacher should, at this time, look back over the purposes, general and specific, that have been presented in this book, to make certain that the objectives have been reached. The supplementary materials suggested below will, of course, help to finish the accomplishment of these purposes, but it is at the end of Book Two that she must know what remains still to be perfected, and it is through this basic reader that she will find the greatest help in reaching the goals that have been outlined. By summing up her observations, by making reviews, and through testing, the teacher will discover the weaknesses of the pupils and make an effort to strengthen them. This will be an especially comprehensive procedure because all pupils must be brought at this time to that point of excellence which will permit them to proceed to the work of the next grade.

In order to make a review in a friendly, helpful manner, the teacher will want to permit the pupils to select their favorite story for rereading. By continuing this general selection, it is almost certain that all stories will be chosen. When this review is made by the pupils' rereading, the teacher will take opportunity to review all words in the vocabulary for any particular story chosen and make certain that all pupils are finally familiar with them.

This rereading, however, will not be solely for those who have failed to keep up in their skills, but will also provide a period of quick easy reading, giving confidence to even the best readers. After this review the teacher will tell the children that they are through with their own book and that they will now do some reading in other books. She will want to point out to them, however, that their own book has been a pleasure and a help to them and that they probably will not forget very soon many of the funny people and good people they have met in their book.

2. *Selection of supplementary materials.* Any supplementary

reading which follows the completion of the basic reader should not be expected to add new reading skills, but rather to perfect those already begun and to give the children further enjoyment and practice through easy reading.

The teacher should make a careful examination of the available second readers to determine what use can be made of them in providing a period of easy reading. To do this she should first study, in comparison with the basic Book Two, their word lists and story themes. Arrange the second readers in sequence according to the degree to which they correspond with the basic Book Two. The one most related to the basic Book Two in vocabulary is the one to use first for supplementary reading, provided that it is an interesting and attractive book.

3. *Using supplementary materials.* The teacher will arouse an interest in the characters of the new reader and will divide the book into appropriate Learning Units. There should be few new words in the supplementary reader, but the child should be given help with those which do occur so that they will not detract from his enjoyment of the reading.

If the material is well selected, the pupils should be able to read it naturally and easily. The teacher will make certain that every child in the class is reading a book which causes him little difficulty. Let them read to themselves before reading to others. Emphasize correct pronunciation, proper grouping, and meaningful expression in oral reading. In the audience reading situation the teacher must make sure that a child's reading does not exceed the interest span of his listeners. By appropriate remarks, however, she will arouse the children's enthusiasm for the thing to be read; thus she will encourage the listeners to follow actively the reading for a reasonable length of time. Make sure that the children sense the situations in each story and realize there is a problem to be solved. In this way they will learn that reading is the key to solutions.

4. *Desirable outcomes of Stage III.* Stage III should result in the following desirable outcomes:

- a. The children should exhibit signs of much enjoyment of reading.

- b. They should show evidences of ability to read rapidly to themselves without use of the lips and finger pointing, and should read to others smoothly and with good phrasing.
- c. They should show less and less confusion with new words and should have mastered the vocabulary of the Pre-Primer, the Primer, Book One, Book Two, and the supplementary readers by the end of this stage.
- d. Pupils should read better orally and listeners should have a longer span of attention.

Nonreading Activities

Suggested types. Throughout the Second Reader Period the child's education should be progressing through experiences of a nonreading nature. The teacher, knowing her own pupils and the availability of materials, can plan nonreading activities especially suited to their interests and needs. It is not desirable to have more than five or six activities in progress at the same time. The following list suggests various types of nonreading activities which the teacher may wish to use during the Second Reader Period:

- 1. Observing the sunrise and sunset.
- 2. Observing birds and their habits.
- 3. Collecting wild flowers.
- 4. Doing circus stunts.
- 5. Playing circus with their own pets as circus animals.
- 6. Planning a program for their mothers, for Parent-Teachers' Association, or for assembly at school.
- 7. Playing Indians and making such things as headbands, moccasins, and bows and arrows.
- 8. Making original jingles.
- 9. Storytelling and dramatization. (Individual children may tell stories they have heard or read outside of the school to the group.)
- 10. Making poppy seed cakes.
- 11. Studying different kinds of clouds.

12. Making a weather calendar.
13. Observing the signs of rain and the signs of the seasons.
14. Making scrapbooks of farm animals.
15. Using real money or play money to learn to make change.

In addition to choosing from the nonreading activities listed above, the teacher may wish to use some of the following activities which were suggested for previous periods:

1. Making scrapbooks with pictures cut from old magazines.
2. Making little booklets to hold typewritten stories or hectographed units of reading.
3. Building with blocks of various kinds.
4. Modeling with clay.
5. Playing with dolls and toys.
6. Taking care of a pet.
7. Making things from wood.
8. Sewing.
9. Caring for a dish garden, plants and bulbs in cans, or a real garden.
10. Dressing up in old costumes. (Old fans, slippers, trimmings, beads, party dresses and accessories may be kept at school in a costume box for this purpose.)
11. Playing games and solving simple puzzles.
12. Keeping the schoolroom in order by taking care of wraps, plants, scissors, and other things.
13. Using scraps and discards such as spools, ribbons, bits of cloth or leather, paper, and string in any creative way.
14. Enjoying picture books. (A browsing table equipped with several good picture books should be used for this purpose.)
15. Playing school and engaging in various types of dramatic play.
16. Arranging pictures and other things of interest on a bulletin board. (In time the bulletin board may grow into a class newspaper.)
17. Making toys and repairing old ones.
18. Listening for sounds in nature and being able to imitate them.

19. Washing and ironing.

20. Observing the development of fruit, such as apples.

Objectives. These nonreading activities, however, must not be regarded as merely busywork or time-consuming activities but should be made responsible to contribute to the child's growth in a wide range of educational objectives.

Any one of the activities listed above may be analyzed into the educational aims it serves. For example, when the children are making a scrapbook of farm animals, the teacher will see to it constantly that definite and worth-while values are being realized by asking herself questions such as :

1. Is this experience with the scrapbook helping the child to acquire a rich and meaningful vocabulary? What words and phrases is the child learning from this activity?
2. Is the child growing in concepts about different kinds of animals?
3. Is this experience contributing to his power of concentration and purposeful doing?
4. Does he tend to share with others his interest in and appreciation of farm animals?

THE THIRD READER PERIOD

Teaching Stages

The Third Reader Period is naturally divided into three Teaching Stages: (1) Preparation for Book Three; (2) Developing Mastery of Book Three; and (3) Fluent Reading of Third Grade Material. The first Teaching Stage precedes the introduction of Book Three. It is a readiness stage. The second Teaching Stage is a stage of growth and development in reading power through mastery of Book Three. The third stage is a review and easy-reading stage, following the completion of Book Three, fixing the reading skills previously developed, and giving the child confidence and pleasure:

Purposes for the Third Reader Period

During the Third Reader Period the teacher should provide the children with wide experiences of both a reading and a non-reading nature. Through these experiences the teacher will guide the child toward realization of these goals:

1. Increase in command of sight words.
2. Increase in ability to recognize similarities and differences in word forms and to solve word problems through context and through phonics.
3. Greater confidence in his power to read.
4. Development of desirable attitudes toward books.
5. Ability to enjoy reading as a leisure activity.
6. Increase in ability to read and interpret paragraph units.
7. Realization that through reading he can get information independently.
8. Increase in ability to relate his experiences, both direct and vicarious, to his reading.
9. Ability to remember and to tell interestingly the incidents of a rather long story in proper sequence.
10. Realization of the infinite variety of things which he may learn about and enjoy through reading.
11. Ability to see parts of a story in proper relationship.

12. Development of good taste in reading.

The reading and nonreading activities should be carried on concurrently. Suggestions for administering reading activities begin on page 126; nonreading activities, page 158.

Program for Speech Improvement

Book Three continues the presentation of special lessons designed to improve the children's speech. In presenting the speech program the teacher will be guided by the specific purposes set up in each speech lesson. She will also work toward the accomplishment of the following general goals:

1. To give the children good patterns of pronunciation, enunciation, and articulation and to encourage them by example to use pleasant speaking voices and good phrasing.
2. To give the children pleasure in group reading.
3. To help them find pleasure in rhythmic verse.
4. To help them see the value and beauty of precise speech.
5. To prevent reading disabilities arising from defective speech.

In addition she will encourage the children to develop and observe desirable standards not only in their special speech lessons but also in their reading and their conversation. By careful planning the teacher will lead the children to make their own standards. They will probably include the following:

Do I stand or sit erect?

Do I know what I am going to say?

Do I look at the children when I speak?

Am I easily heard?

Am I easily understood?

Do I have a friendly voice?

Do I always use the right word?

Basic Reading Activities

Materials. In carrying out the basic reading activities of the Third Reader Period the following materials will be used:

1. The Laidlaw Basic Reader Book Three
2. The Laidlaw Activities Book, Book Three
3. Experience-activity charts if desired
4. The Laidlaw Basic Reader Book Two
5. Supplementary second and third readers if available

Teaching Stage I: Preparation for Book Three

Many children enter the third grade after a summer in which they have read very little. They need to re-establish the skills developed in previous grades before they begin to develop new reading power. This stage provides for the necessary readjustment and appraisal to insure that when the children attempt third-grade reading material they will make steady progress.

Purpose. During this stage the teacher's purpose will be to provide the readjustment and review necessary to prepare the children for third-grade reading.

Procedure. The following general procedure is suggested for carrying out the purpose of this stage:

1. *Approach.* The reading during this stage may be motivated by having the children recall pleasant reading experiences of the past year and by having them read again their favorite stories. New interests may be approached by means of informal discussion.

2. *Selection of material.* Material of second-grade difficulty should be used until the children are reading with a high degree of interest silently and until oral reading proceeds smoothly without excessive interruption from recognition difficulties. Material of a factual as well as of a fictional nature should be used. During this stage new words should be kept at a very low average per page.

If the teacher wishes, experience-activity chart material may be rapidly reviewed and new units developed around the centers of interest now occupying the children's attention. The vocabulary should be familiar. The teacher may wish also to use timely announcements, school papers, and children's maga-

zines or newspapers as material for this review reading.

In schools well provided with supplementary material, a new but relatively easy book should be chosen for class reading. The vocabulary of this book should be familiar and the material of high interest value. If no such book is available, a period of rapid review reading of the Laidlaw Basic Book Two is advisable.

3. *Vocabulary development.* During this period of transitional reading, the teacher should develop again all difficult words and should teach to a point of mastery the new words which are encountered. Words should be presented in context. Children should be encouraged to work out the pronunciation of all words that are not recognized automatically, using a combination of visual, phonic, and contextual clues until the word is recognized and pronounced. Any strange words of which the meanings are unknown, should be presented in the most interesting, meaningful, and vivid way the teacher can conceive. Pictures, demonstrations, comparison with known words, verbal explanations and definitions may be used to develop the meanings. The teacher should make a list of all words which prove difficult and give supplementary practice with these words until they are mastered. If the material to be read during this stage is well selected, it will contain few new words.

4. *Observation and testing.* If possible the teacher should test each child individually on several selections from readers both below and above his grade level to find at what level he reads easily and fluently.

a. *Oral reading.* In oral reading she will observe such things as the following:

- (1) Mispronunciations. (Specific words and types of words mispronounced and probable cause of the mispronunciations.)
- (2) Insertions. (If the reading makes sense, the child is reading thoughtfully but neglecting to read accurately.)
- (3) Repetitions. (A sign of uncertainty in recognition or slowness of interpretation.)

- (4) Reversals. (A sign of confusion in direction in reading.)
- (5) Refusals. (A sign of inability to use recognition clues, visual or phonic, in pronouncing the new word.)
- (6) Finger pointing. (A sign of word reading and of immaturity in eye movements.)
- (7) Head movements. (A sign of inability to move the eyes properly in reading.)
- (8) Holding book too close to the eyes. (If the book is held at less than fourteen inches, the child may be near-sighted.)
- (9) Holding the book too far from the eyes. (If more than fourteen inches, the child may be far-sighted.)
- (10) Squinting. (A sign of some difficulty in fusing the images from the two eyes or of defective vision requiring the care of a physician.)
- (11) Word by word reading. (A sign of too much concern with form, lack of practice in word grouping, or difficulty with meaning.)
- (12) Inability to answer simple questions. (A sign of attention to form rather than thought, of lack of interest and effort.)
- (13) Lack of interest in reading. (A sign of immature recognition habits, of difficulty in comprehension, or of material too difficult for the reader.)

b. *Silent reading.* In silent reading, the teacher will observe such things as the following:

- (1) Lip movement and vocalizations. (A sign that the child is too much concerned with pronunciation and recognition.)
- (2) Head movements. (A sign of improper use of the eyes.)
- (3) Finger pointing. (A sign of too much attention to individual words and inability to read in wide units of recognition.)
- (4) Lack of attention. (A sign of lack of interest or lack of mechanical skill.)
- (5) Lack of persistence. (A sign of lack of interest or

the presence of difficulties so great as to prevent reading thoughtfully and with enjoyment.)

5. *Grouping.* As a result of testing and observing, the teacher will know which children are ready to begin Book Three reading, which are almost ready, and which are least ready. Those children who are ready will be introduced to Book Three, following the suggestions outlined under Teaching Stage II.

6. *Individual needs.* In determining how to help each less able child overcome his particular need or needs, the teacher should ask herself the following questions about him:

- a. Does he know the basic list of sight words?
- b. Does he have power to get words from context?
- c. Is his phonetic skill functioning?
- d. Does he identify thought groups and does he express himself in sentences?
- e. Does he grasp the essential meaning of a paragraph and have ability to state it in his own words?

Having diagnosed the weaker children's needs, the teacher will use materials of second-grade difficulty for drill and review to strengthen those children and to prepare them for third-grade reading.

Teaching Stage II: Developing Mastery of Book Three

The content of the Laidlaw Basic Book Three consists of centers of interest or Learning Units which follow one another in natural progression so that the child, at all times, is offered material suitable to his maturity level and to his power to read. Each Learning Unit is designed to stimulate the child's interest and to give him a reading purpose. Within the Learning Units are speech lessons carefully planned to meet the child's needs and abilities.

The teaching procedure for developing mastery of Book Three is organized on the basis of the Learning Units and the speech lessons. The suggestions for presenting the speech lessons appear at the end of each Learning Unit.

LEARNING UNIT ONE

Children Everywhere, pages 7 through 72

This unit extends the child's geographical horizon through delightful stories of the real experiences of Pueblo Indian children, children in China, Italy, and Switzerland, and immigrant children in America.

Purposes. In presenting Learning Unit One, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words. (See Word List, page 316.)
2. To extend and enrich the pupil's experiences through stories of children whose lives are unlike his.
3. To develop in the children the power to read and understand materials of a somewhat more complex nature than they have met in previous grades.
4. To develop the ability to remember the events of a rather long story in proper sequence.
5. To interpret the experiences of the story characters in the light of their own past experiences, both vicarious and direct.
6. To increase the child's ability to solve vocabulary problems independently.
7. To awaken the children to the realization that there is an infinite variety of things which they can learn about and enjoy through their reading.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* In introducing this unit the teacher should seek to develop an appreciation of the fact that people everywhere have interesting customs, dress, language, and modes of life, which, though unlike ours, are nevertheless appropriate to the lands in which they live. If there are any foreign children in the class, they should be encouraged to tell about the lands from which they came. Activities involving the collection of pictures and the writing of simple stories about the different peoples will add to the interest in this unit.

Before introducing the actual reading of any story in the

unit the teacher should make sure through conversation and nonreading activities that the children are familiar with the oral aspects of the vocabulary and with the concepts involved in that story. For example, in the first story she will make sure that the children know such concepts as these: what a pueblo is, what a desert is, what an orchard is, why it is cooler under a tree than out in the open, how one may dream and wake up thinking his dream is real, what is meant by warriors, how when one is frightened he may not see things clearly, what is meant by sagebrush, what is meant by a trail, the sound that a horse's hoofs make on a rocky road, the meaning of a war bonnet, the feeling of impatience and anxiety for a desired goal, and the excitement of being in a crowd. In developing the children's understanding of these concepts, the teacher will be careful not to take away anything from the freshness of the story.

2. *Reading.* The reading lesson will be guided by three distinct procedures: (1) teaching, which means anticipating the child's difficulties and guiding him by helpful questions, suggestions, and discussion so that he will meet the reading problem successfully; (2) drilling, giving him many experiences with the same skill to help him master it; and (3) testing, determining his need for further teaching and drill.

a. *Using helpful questions.* To avoid word reading and to guarantee fluency and meaning the teacher must emphasize thoughts. This she will do by asking the child a question or suggesting a question to which the section, the paragraph, the sentence, or the phrase to be read is the answer.

b. *Varying the teaching technique.* The teacher's technique will vary according to the pupil's ability to read. Her statements and questions will give only as much guidance as is necessary to insure the child's reading smoothly without danger of halting.

Frequently in a strong class the teacher's questions or suggestions will require the children to read an entire page or section to themselves. When such long passages are being read, the teacher will go about the room and help the children

individually when help is needed. The child will indicate to her any word he does not know and the teacher will guide him in the use of recognition clues.

In a weak class the teacher will guide the children more meticulously, using questions and suggestions to guide them sentence by sentence, or small paragraph by small paragraph.

When the sentence, paragraph, or section, as the case may be, has been read silently, the teacher will conduct a discussion to make sure that the children have read with understanding. Then to add to the children's enjoyment and to check on individual difficulties she may proceed with oral reading.

At times a written test may be used before the discussion period to check individual comprehension. Following the discussion, a period of drill is advisable. From time to time the teacher will want to follow the drill by brief retesting to determine whether further reteaching and drill is necessary. The teacher should vary her procedure according to the needs of the children and the type of material being read.

3. *Vocabulary development.* During the Third Reader Period the pupils should become more and more independent in word recognition. Such independence, however, will not come automatically. The teacher must constantly be on the alert to develop it.

a. *Presenting the new words.* An important part of the teaching procedure in every reading lesson is anticipating the pupils' vocabulary difficulties. The teacher must be concerned both with new words and words previously presented which have not been thoroughly learned. The first presentation of a word should be in a meaningful context either in its natural setting in the book or in chart or blackboard reading.

Consult the Word List at the end of Book Three for the new words. Prepare to give special attention to the words when they appear. When presenting a word, whether in the book, on the blackboard, or on a chart, constantly encourage the children to develop skill in recognition techniques. Direct them by helpful questions and suggestions and guide them in using a variety of clues such as the story illustration, the

familiar phonic elements in the new word, the contextual setting, and the familiar visual elements.

b. *Derivative forms.* The teacher will let the children meet the derivative forms of familiar root words first in context. Then she will help them discover the similarity between the derivative form and the known root word. In this way she will gradually build up in the child an ability to see familiar parts in new words, and to use this ability in identifying the new words.

In this unit pay particular attention to the following types of root words and derivative forms:

- (1) Nouns formed by adding *er*; for example, *help*, *helper*; *climb*, *climber*.
- (2) Plurals such as *peaches*, *donkeys*, and *families*.
- (3) Variants made by adding the suffixes *ed* and *ing*; for example, *scold*, *scolded*, *scolding*; and *hurry*, *hurried*, *hurrying*.
- (4) Variants formed by adding *en*; for example, *gold* and *golden*.
- (5) Variants made by adding the suffixes *er*, *est*, and *ly*; for example, *near*, *nearer*; *happy*, *happiest*; and *busy*, *busily*.

c. *Compound words.* Compound words which are made up of familiar parts must also be learned in context. When they have been met in context, the teacher should let the children discover the familiar parts. In this unit lead the children to discover the simple elements in such compound words as *sage-brush*, *herdsman*, *cowbells*, *long-legged*, *sunshine*, *silver-skinned*, and *far-away*.

d. *Vocabulary drill.* After a new word has been presented in context, analyze with the pupils the general appearance of the word, the visual elements already known and the phonic elements, and provide much practice with the word. A variety of games may be used to make vocabulary drill attractive. Troublesome words may be spelled and written until they are mastered, especially if they are important words that will be used again and again.

New words which are strange in meaning such as *pueblo* and *rickshaw* should be presented in as concrete a form as possible. Pictures, verbal explanations and definitions should be used. Difficult words should be recalled frequently and used until they are mastered.

Non-phonetic words should be analyzed visually for peculiarities in form. They should then be drilled upon until known.

Phonetic words should be analyzed into their phonetic parts and the parts blended until the children pronounce them successfully.

Phrases and word groups should be studied in their context and their meanings made clear through discussion, explanation, illustration, and comparison.

Vocabulary testing at intervals and practice with words through such exercises as putting words together that belong, crossing out the word that doesn't belong, and matching words with definitions add to the child's control of words. Having the child keep a Word Book and add the new words he learns as they appear increases his interest in vocabulary development. In this way a feeling of mastery is achieved and the child becomes interested in enlarging his reading vocabulary.

The teacher should insist upon the child's using the recognition skills which have been built up. No child should be permitted to fail to establish systematic methods of attack on new words.

4. *Phonics*. Many children have by this time become somewhat independent in sounding out new words by themselves, but the slower children need systematic training until they succeed, unless they are hard of hearing, in which case they should be taught by visual methods. Since the child may know and recognize some phonic elements and be totally unfamiliar with others, phonic training should be specific rather than general. The teacher can tell what phonics to stress by watching the children and analyzing their difficulties. Most groups will, however, profit by review of the more common phonogram combinations, stress on ear-training, blending, and pronouncing words by syllables. The following training is advisable:

- a. Always use the context as the first approach to pronunciation, then initial letters, then familiar phonograms.
- b. Pay special attention to the difficult consonant blends at the beginnings of words.
- c. Use known words to help children pronounce new words containing similar phonic elements, for example call their attention to the known words *night* and *light* in presenting *fight* and *might*; *reach* in teaching *peach*; *how* and *now* in teaching *cow*; and *loud* in teaching *proud*.
- d. Never analyze beyond the point where pronunciation occurs.

5. *Story discussion.* After finishing with the reading of the story the teacher will conduct a discussion to be sure that the children have understood the main points of the story and that they are interpreting it in the light of their own past experiences, either real or vicarious. She will do this by having each child contribute until the whole story has been built up. Such discussions should be kept lively and spontaneous, not long and burdensome, for their purpose is to add to the child's enjoyment and power to read. The exercises at the end of the stories in the text provide good material for such discussion. The questioning should not be so intensive that the child loses his sense of enjoyment of what he has just read. The questions should be of such a nature and asked in such a way that the child will look upon them as a check to determine whether he has missed anything he might have enjoyed.

6. *Purposeful seatwork exercises.* Throughout the year the teacher will use a variety of seatwork activities to aid in the accomplishment of the purposes of the Third Reader Period.

a. *The Book Three Activities Book.* The teacher whose class is supplied with the Book Three Activities Book will find in it a variety of maintenance and functional exercises suitable for purposeful seatwork. Accompanying each activity lesson are complete instructions for administering it.

b. *Exercises in the basic reader.* As has been indicated on

page 136, some of the exercises which appear in the basic reader are to be used to provoke class discussion. Others have been planned as seatwork exercises. The teacher will analyze the exercises and make sure that she is utilizing them to best advantage.

c. *Nonreading activities.* During the Third Reader Period every child should have an opportunity to work at one or more of the several centers of interest suggested on page 159. Although a long list of activities has been suggested, not more than five or six should be going on in the classroom at any one time. The teacher will see to it that definite educational outcomes are being realized through the centers of interest.

d. *Hectographed and mimeographed materials.* The teacher may direct the children to draw pictures of favorite characters or incidents and help them to build up little units of reading about their pictures. These units of reading and others which the teacher may prepare will be hectographed or mimeographed. The teacher will see to it that these supplementary reading units provide needed vocabulary practice. They need not be read by the class or the group as a whole, but may be used as seatwork by individual children.

e. *Word Book.* As a seatwork activity to carry on throughout the Third Reader Period the teacher may wish to have each child arrange his Word Book (see page 135, paragraph 5) as a little dictionary in which he lists words according to their beginnings. For example, he will list in one section the *c* words and in the next section the *d* words. This listing will not only add to the child's sensitivity to the initial sounds of words and increase his familiarity with vocabulary, but will also provide a beginning to understanding dictionaries and indexes, and will give good practice in written spelling. In addition to listing words according to their initial letters, the child may list root words and their variant forms and also phonetic families. From time to time the teacher should inspect the pupils' Word Books to be sure that errors are not going unnoticed.

7. *Free reading.* Organize supplementary books and library

material around the centers of interest now occupying the pupils' attention and provide for a daily independent reading period during which time the pupils will read to themselves for pleasure the things that interest them most. The material used for this free reading should be at or below the difficulty level of the basic readers; at level for the more capable readers and below level for the slower readers. At first each child's free reading should be from books which the teacher has carefully selected for him. Later she will allow the children to choose library books for themselves.

The teacher may find it worth-while to index on cards the titles of stories in the supplementary readers which she has available. Such cards would contain the following information about the stories:

Title: The exact title of the story.

Source: The name of the book in which the story occurs and the exact pages on which it occurs.

Difficulty level: A notation as to whether the story is first, second, or third grade in difficulty.

Notes: Any facts about the story which the teacher feels are significant to her.

Unit: The unit or units of the basic reader in connection with which this story will be most useful.

The teacher will arrange these cards alphabetically in a card catalogue so that she may know at all times what material is available to satisfy particular interests as they arise.

8. *Test exercises.* Test exercises must, of course, be used as a check on the pupils' progress. Speed, vocabulary recognition, comprehension of ideas, and retention of main thoughts should be tested regularly at the end of each story, or oftener if the teacher considers more frequent testing desirable. In addition to the teacher's own questions, there are, at the end of each story and in the Activities Book, certain questions and exercises which she may use for further testing purposes.

On the basis of informal testing and observation, the teacher will, from time to time, find regrouping advisable.

9. *Individual needs.* Through observation and testing the

teacher should be constantly aware of weaknesses that may appear in the reading activities of any child. She will then plan the kind of supplementary practice best suited, in her opinion, to eliminate the weakness which she has observed. This supplementary material may take the form of easier reading and much drill supplied to give the child greater confidence, if he is unsure; to bolster his vocabulary, if it is inadequate; to increase his interest in the type of reading he is doing, if this is necessary; and in all ways to raise him to the level of his group, if in any part he has dropped below.

Speech Lesson One: The Gray Billy Goat, pages 20 and 21. For general goals and suggested standards, see page 126.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice with the *g*, *gr*, *d*, *nk*, and *ums* sounds.
- b. To give correct practice with certain words which are often mispronounced or poorly enunciated.
- c. To encourage the children to interpret the different moods expressed in the poem.
- d. To stimulate leadership through line-a-child reading.
- e. To note individual speech needs.

2. *Procedure.* The teacher will say the entire poem to the children being especially careful of the pronunciation and enunciation of such words and phrases as *little*, *was fond*, *of her*, *a-walking*, *wolves*, *all that was found*, *his hoofs* and *his horns*, *sits* and *mourns*. Thus she will forestall such errors as *li'l*, *wuz fon*, *uv er*, *a-walkun*, *wovs*, *all at wuz found*, *his hufs* *an is horns*, *sets*, and *marns*. Having said the poem to the children the teacher will let them read it in parts as indicated in the text. She will encourage them to vary their tone, volume, and tempo to suit the particular lines. For example, by appropriate questions she may lead them to use a gay and confident tone for the line *Little gray billy goat thought he'd go a-walking* and the following refrain, and a slow, sorrowful tempo for the line *Grandmother sits by the stove and mourns* and its refrain.

The line-a-child procedure used in this poem will give the teacher an opportunity to observe the children's individual needs in speech and their ability in interpretation. Having observed these individual needs she will provide additional practice for the children who need it.

Speech Lesson Two: In Holland, pages 32 and 33. For general goals and suggested standards, see page 126.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give practice with short *i* and short *a* and with the *cl*, *k*, and *ty* sounds.
- b. To promote easy control and flexibility of the speech organs.

2. *Procedure.* Such phrases as *clickety-click*, *clickety-clack*, *along the sea wall high*, *little Holland girls*, *brightest blue*, *their hair in braids or curls*, *caps and pantaloons*, *windmills wave their arms*, and *pantaloons and apron frocks* make this poem an excellent one to use in developing easy control and flexibility of speech organs.

The teacher will talk with the children about the picture on page 32 and have them read the introductory paragraph. She will read the entire poem with the children being sure to enunciate clearly. Then she will assign the parts of the poem as indicated and have the children read it. She may wish to have the children memorize the poem.

Speech Lesson Three: A Word Game, page 55. See page 126 for suggested standards.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To encourage oral instead of nasal emission of the *ou-ow* sound. (Col. I.)
- b. To give correct practice with words in the pronunciation of which children often omit sounds or are careless with vowel qualities. (Col. II.)
- c. To give practice with the correct pronunciation of the short Italian *a*. (Col. III.)

2. *Procedure.* The teacher should write the three columns

of words on the blackboard, and if she wishes add to the columns other words which have caused the children trouble. She will pronounce each word distinctly, having the children pronounce it after her. Then she will select a child to begin the game. This child will choose a word from one of the columns and the other children in turn will guess; or the class may be divided into two groups, one group selecting the word, the other group guessing. In either case the children, or the group that has chosen the word should reply in complete sentences. "Yes, the word is flowers," or "No, the word is not flowers." Only correct pronunciation of the word should be accepted.

Speech Lesson Four: A Goblin Lives in Our House, page 71. For general goals and suggested standards, see page 126.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give the children practice in the proper pronunciation of the *ou* sound.
- b. To increase their phonetic sensitivity.

2. *Procedure.* The teacher will create the proper mood for the poem by having the children look at the picture. She will have them read the introductory paragraph, and she will read with them the entire poem, being particularly careful of the pronunciation of *our*, *house*, and *round*. Then she will assign the parts and have the children read. The children will probably want to memorize the poem and the teacher should encourage them to do so. When the teacher has finished with the poem, she will continue the children's phonetic training by having them list words containing the *ouse*, *ump*, *ock*, and *ound* phonograms. She may have them add these words to their phonetic dictionaries.

Speech Lesson Five: Word Ladders, page 72. For suggested standards, see page 126.

1. *Specific purpose.* The specific purpose of this lesson is to give practice in proper enunciation, pronunciation, and articulation of phrases which are often slurred.

2. *Procedure.* The teacher will copy the word ladders, one at a time, on the blackboard and proceed as indicated in the

little poem on the page. She may wish to add other phrases to the list.

Concluding the unit. Before beginning the next Learning Unit, the teacher will check to make sure that the purposes of this unit have been accomplished.

LEARNING UNIT TWO

Long Ago in America, pages 73 through 128

Through stirring accounts of the adventures of boys and girls of an earlier day in our own country, this unit introduces the child to material with an historical flavor.

Purposes. In presenting Learning Unit Two, the teacher will work toward the accomplishment of these purposes:

1. To teach the new sight words. (See Word List.)
2. To continue to develop independence in word recognition.
3. To develop an appreciation for the long ago and to develop a liking for historical reading.
4. To develop a vocabulary of value in historical reading.
5. To develop an ability to remember facts and realize their importance.
6. To increase the pupils' ability to use their own experiences in understanding what they read.
7. To guide the child in his choice of reading materials and to encourage independent reading.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* In introducing this unit the teacher will emphasize that the stories in it tell of things which actually happened. By encouraging the children to relate true stories which they have heard their grandparents or others tell of early days, the teacher will stimulate an interest in the past. She will lead the children to see the value of historical reading as a guide to understanding the past and appreciating the present.

Before beginning the reading of any story in the unit, the teacher will make sure that the children are familiar with the concepts involved. That under primitive conditions life

was hard is a concept which will be met in all the stories in the unit. Once the children have fully understood this main concept the detailed concepts will be much easier to understand. To aid the children in understanding the concepts the teacher will encourage them to relate their experiences, both real and vicarious, to the story as they read it.

2. *Reading.* Follow the general procedure suggested in Learning Unit One.

3. *Vocabulary development.* This unit will add many useful words to the children's vocabulary and begin the development of a vocabulary essential to historical reading. For suggestions concerning vocabulary development, see page 133.

4. *Phonics.* See page 135.

5. *Story discussion.* In addition to following the procedure suggested in Learning Unit One, the teacher should in this unit encourage the children to contribute to the discussion related ideas from their own experiences, both real and vicarious. For example, it is almost certain that some children in the group will be able to enrich the discussion following "The Small Yellow Train" by describing a modern train.

6. *Purposeful seatwork exercises.* See Learning Unit One.

7. *Free reading.* See Learning Unit One.

8. *Test exercises.* See Learning Unit One.

9. *Individual needs.* See page 138.

Speech Lesson Six: Jack Pumpkin Comes to Life, page 94.
For general goals and suggested standards, see page 126.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give practice in proper enunciation of certain phrases that are frequently slurred.
- b. To stimulate leadership through line-a-child reading.
- c. To note individual speech needs.

2. *Procedure.* The teacher will have the children recall the story they have just read about the jack-o'-lanterns Prudence and Endurance made, and indicate to them that this poem tells how a jack-o'-lantern was made in a different way. Then she will read the entire poem to the children, being espe-

cially careful to enunciate clearly the phrases *jack-o'-lantern, made him, yellow pumpkin, three cornered nose, for his, put pea-pods, parsley curls, bright light glows, and dried-apple ears*. When the children have become familiar with the poem from hearing it read, the teacher will assign the parts to them as indicated and have them read their lines. As each child reads, the teacher will note his speech habits and plan such corrective practice as is needed.

Speech Lesson Seven: Goblin Words, page 95. For suggested standards, see page 126.

1. *Specific purpose.* The specific purpose of this lesson is to give the children practice in the proper pronunciation of words often mispronounced.

2. *Procedure.* The teacher will read the poem through with the children. Then she will let them read the stanzas in turn, being very careful to see that they give the proper pronunciation of the special words. When they have read the poem, pronouncing the words acceptably, the teacher may wish to have each child list in his Word Book other words that rhyme with the special words in the poem.

Speech Lesson Eight: Fires, pages 114 and 115. For general goals and suggested standards, see page 126.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To promote flexibility of speech organs.
- b. To stimulate leadership through individual participation.
- c. To note individual speech needs.
- d. To give practice with the proper pronunciation of the word *fire*.

2. *Procedure.* Since this poem contains so many of the sounds of our language it provides excellent material to use in developing control and flexibility of the organs of speech. The teacher may introduce the poem by discussing with the children bonfires, campfires, and various kinds of fires they know and in which they are interested. Then she will proceed as in previous speech lessons.

Speech Lesson Nine: Not So Very Long Ago, pages 127 and 128. For general goals and suggested standards, see page 126.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To encourage the children to suit their volume, tone, and tempo to particular parts of the poem.
- b. To encourage appreciation of imagery.
- c. To promote flexibility of speech organs.

2. *Procedure.* In presenting this speech poem the teacher will follow the procedure suggested for previous speech lessons. By appropriate questions she will lead the children to interpret the different parts of the poem; for example, in saying the second stanza, their tone and tempo may suggest the slow, laborious journey of the wagon trains, and in the fourth stanza the speed of modern trains.

Concluding the unit. Before beginning Learning Unit Three, the teacher will check to make sure that the purposes of this Learning Unit have been accomplished.

LEARNING UNIT THREE

Merry Tales, pages 129 through 190

In this unit are tales, both old and new, chosen with particular care to include those elements of humor which children appreciate and enjoy.

Purposes. In presenting Learning Unit Three, the teacher will work toward the accomplishment of these purposes:

1. To teach the new words introduced in this unit.
2. To increase the child's ability to solve vocabulary problems independently.
3. To give an opportunity for enjoyment of humorous characters, actions, and incidents, and to develop the child's sense of humor.
4. To promote independent reading and to increase the ability to read for amusement.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* The teacher through her enthusiasm for the delightful stories contained here will lead the children to anticipate the fun they will have in reading this unit. As in previous units, she will make sure that the pupils are familiar with the oral aspects of the vocabulary and with the concepts involved in each story before undertaking the reading of it.

2. *Reading.* For general procedure, see page 132. The teacher will want to use this unit, not so much for practice in the comprehension and retention of details as for practice in appreciation. She will, of course, continue to seek complete understanding of material but the understanding will be of a less precise and specific nature than is required, for example, in historical reading. In one way or another as the reading of the unit progresses, the teacher will lead the children to see that humor is not just a matter of crude incidents, such as someone's falling down with a basket of eggs, but that real humor has in it characters who are made to seem real, who are put in situations which are really funny, and whose actions are in keeping with the incidents in which they perform. This refinement of the pupils' sense of appreciation should not be excessive, but it should be introduced in some measure at this level so that their taste will be improved in this respect.

3. *Vocabulary development.* Continue to use the suggestions for vocabulary development given in Learning Unit One. Give particular attention to words containing silent letters (for example, *fastened* and *sword*) and to the prefix *un* in *unkind*.

4. *Phonics.* See page 135.

5. *Story discussion.* During the discussion of what has been read the teacher will encourage the children to talk of things which they think are funny and will guide them toward higher levels of humorous appreciation.

6. *Purposeful seatwork activities.* See suggestions in Learning Unit One.

7. *Free reading.* See page 137. By setting aside from time to time a special period in which children will be allowed to converse about the stories they have read from supplementary books, the teacher will lead them to stimulate one another's in-

terest in independent reading. Occasionally a child who has found a story he enjoys especially will be allowed to read it aloud to the group. To insure the group's enjoyment of such reading, the teacher will make sure that the child is prepared to read the selection well.

8. *Test exercises.* The teacher will find it inadvisable to test appreciation of humor. She must, however, continue to make sure that the children are progressing in vocabulary, speed, and comprehension. For this purpose she will use in addition to the tests she will devise, the exercises at the end of each story in the text and those in the Activities Book.

9. *Individual needs.* See Learning Unit One.

Speech Lesson Ten: Every Laugh is Fun, pages 143 and 144. For general goals and suggested standards, see page 126.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give practice with the proper pronunciation of the word *laugh* and with the consonant blends *sn*, *sw*, *wh*, *lk*, *th*, *nk*, *nd*, and with the sounds *gle* and *ou*.
- b. To encourage the expression of various moods through change in volume, tone, pitch, and inflection.

2. *Procedure.* After reading the entire poem to the children, the teacher will have them read it in parts as indicated, encouraging them to do so in the spirit of fun. By appropriate questions and suggestions she will lead them to vary the tone, volume, pitch, and inflection of their voices to suit the particular lines. She should pay particular attention to their pronunciation of the specific speech elements listed in the purposes.

Speech Lesson Eleven: Hopscotch Games, pages 158 and 159.

1. *Specific purpose.* The specific purpose of this speech lesson is to give the children practice in saying words which are often mispronounced or poorly enunciated.

2. *Procedure.* The teacher may draw the squares on the blackboard and write the words in them or she may have the children do the exercise from their books. Before having the children begin the game, she should say all the words to them being careful to pronounce each one clearly and distinctly.

Then she will have the children take turns in pronouncing all the words in order. If this exercise is properly directed, the children may be stimulated to make up hopscotch games of their own, using words which have caused them particular trouble. Thus needed drill will be done in a way which the children will look upon as fun. This hopscotch game is just one suggestion. The teacher may devise other word games to add interest and enjoyment to the children's drill.

Speech Lesson Twelve: Mother Goose and Me, page 168. For general goals and suggested standards, see page 126.

1. *Specific purpose.* The specific purpose of this speech lesson is to promote flexibility of the speech organs.

2. *Procedure.* Since this poem contains so many of the sounds of our language, it is excellent material for developing control and flexibility of the organs of speech. It is primarily a humorous poem. The teacher therefore should see to it that the children enter upon it in a spirit of fun. She will recall with them the Mother Goose characters which are mentioned in the poem and she will read to them and have them say the Mother Goose rhymes about these characters before she begins the reading of the poem. She should read the entire poem to the children being sure to pronounce accurately such words as *curds*, *whey*, *hearts*, *thumb*, *plum*, *sing*, *quoth*, *pumpkin*, *cupboard*, *shelf*, *our*, and *myself*. Then she will divide the class into groups and have them read the stanzas in turn.

Concluding the unit. Before beginning Learning Unit Four, the teacher will check to make sure that the purposes of this unit have been accomplished. She may find it advisable at this point to make some change in grouping.

LEARNING UNIT FOUR

Plants and Animals, pages 191 through 234

This unit with its interesting and informative selections about such things as how seeds travel, the habits of elephants, why grasshoppers are hard to catch, and how a porcupine protects itself, increases the child's appreciation of nature.

Purposes. In presenting Learning Unit Four, the teacher will work toward the accomplishment of these purposes:

1. To teach the new words introduced in this unit.
2. To develop a taste for reading popular science and to encourage independent reading.
3. To continue the development of recognition skills and vocabulary development.
4. To teach the children to relate their reading to their own experiences.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* The teacher will point out in introducing this nature unit that in it the children will once more read material in which the facts are important. Again she will point out the variety that exists in reading material and indicate that all types are desirable, helpful, and enjoyable, but that they differ in what they give to readers. She will stimulate an interest in nature and lead the children to realize that this is a subject in which all of them can use their own experience and powers of observation.

One main concept that the teacher will want to teach in advance is that of nature itself—its great variety, beauty, interest, and helpfulness. Then as she introduces each story, she will make sure that the specific concepts in it are understood.

2. *Reading.* For general procedure, see page 132. In this unit the teacher will make sure that the facts as they appear are understood, and she will indicate in advance to the children that they are expected to remember all pertinent specific facts and to understand main thoughts. She will constantly encourage the children to relate what they read to what they have seen or heard or read elsewhere.

3. *Vocabulary development.* For suggested procedure to use in developing vocabulary see Learning Unit One.

4. *Phonics.* See Learning Unit One.

5. *Story discussion.* In the group discussion following each story the teacher will make sure that any misconceptions which children may have are cleared up. An important purpose of

such discussions will be to lead the children into the habit of recalling the main thought of what they have read and of remembering specific facts and seeing the relation of them to one another and to the main thought. Through the group discussions much can also be done to promote among the children the habit of relating what they read to their own experiences.

6. *Purposeful seatwork exercises.* See Learning Unit One.

7. *Free reading.* The teacher will discover and encourage individual nature interests. She will give the children frequent opportunity to read nature stories independently from easy supplementary readers. For further suggestions concerning independent reading see page 138.

8. *Test exercises.* See Learning Unit One.

9. *Individual needs.* See page 138.

Speech Lesson Thirteen: What is Pink, pages 208 and 209. For general goals and suggested standards, see page 126.

1. *Specific purpose.* The specific purpose of this unit is to give correct practice with the *wh* sound and with certain words frequently mispronounced.

2. *Procedure.* The teacher will introduce the children to this poem by discussing with them the things shown in the picture. She will read the poem to them being sure to give good speech patterns, paying particular attention to the *wh* sound and to such words as *fountain, clouds, yellow, grass, flowers, orange, and just*. Then she will divide the class into two groups, letting one group read the questions and the other group the answers. In this speech unit, as in other units, the teacher must encourage the children to see the value and beauty of precise pronunciation.

Speech Lesson Fourteen: Grasshopper Green, page 226. For general goals and suggested standards, see page 126.

1. *Specific purpose.* The specific purpose of this speech lesson is to give the children practice with the correct pronunciation of words frequently mispronounced and to encourage distinct enunciation.

2. *Procedure.* Before introducing the children to the reading of the poem the teacher should discuss with them the appearance and habits of grasshoppers. She will read the poem to the

children. Then she will divide them into groups and have them read the stanzas in turn. She will pay particular attention to the pronunciation of such words as *little*, *trousers*, *meadow*, *house*, and *mouse*, and to the enunciation of such phrases as *grasshopper green*, *comical chap*, and *hipperty*, *skipperty*.

Concluding the unit. Before beginning Learning Unit Five, the teacher will check to make sure that the purposes of this unit have been accomplished. She may find it advisable at this point to make some change in grouping.

LEARNING UNIT FIVE

Magic and Make-Believe, pages 233 through 278

This unit contains imaginative tales, chosen from folk lore, classic myths, and the works of modern writers. These tales will delight children's fancy for they are concerned with such exciting things as a wishing gate, a marvelous pitcher, and a magic pair of shoes, and are peopled with such entrancing characters as goblins, fairies, elves, enchanted royalty, and wicked witches.

Purposes. In presenting Learning Unit Five the teacher will work toward the accomplishment of these purposes:

1. To teach the new words introduced in this unit.
2. To increase the child's ability to solve vocabulary problems independently.
3. To develop an appreciation of the fanciful and to increase the children's enjoyment of make-believe.
4. To enlarge the child's acquaintance with stories of the fanciful type and improve his taste in selecting such stories.

Procedure. The following general procedure is suggested for carrying out the purposes of this unit:

1. *Approach.* Little in the way of formal approach is needed in this unit. The teacher will indicate to the children that they are now going to read stories which differ from the factual ones of the preceding unit. Only the briefest introduction will be needed to stimulate an interest in each of these

imaginative stories. As in previous units the teacher will precede the reading with attention to the oral aspects of the vocabulary and to any concepts which may be troublesome for her particular pupils.

2. *Reading*. For general procedure see page 132.

3. *Vocabulary development*. For general procedure see page 133.

4. *Phonics*. See page 135.

5. *Purposeful seatwork exercises*. See page 136.

6. *Free reading*. See page 137.

7. *Test exercises*. The teacher will continue to use tests of her own devising, the exercises which appear at the end of each story, and those in the Activities Book to check the reading progress of her pupils. She will not, however, attempt to test appreciation of imagination.

8. *Individual needs*. After making certain that all the children have kept up to the progress expected of them in reading, the teacher will devise ways of giving the less interested pupils more encouragement in their enjoyment of imaginative tales. She may do this by retelling stories that she thinks they will like, by guiding them in the dramatization of an imaginative tale, and by permitting and encouraging them as a group to work together and make up an imaginative tale of their own.

Speech Lesson Fifteen: The Light-Hearted Fairy, page 250. The general goals and suggested standards, see page 126.

1. *Specific purposes*. The specific purposes of this speech lesson are:

a. To give further practice with the *wh* sound and the *ry* ending and with the proper pronunciation of certain words often mispronounced.

b. To encourage the children to interpret the mood of the poem.

2. *Procedure*. The teacher will introduce the children to the poem by encouraging them to talk about fairies. She will read the entire poem to them. Then she will have one child read the solo part and the other children the response. She will

encourage them to suit their tone and tempo to the lively, rollicking mood of the poem. She should pay particular attention to the *wh* sound and to such words as *merry*, *fairy*, *dance*, *sing*, *sound*, and *from*.

Speech Lesson Sixteen: The Sky Fairies, page 251. For general goals and suggested standards, see page 126.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give practice with consonant blends.
- b. To promote flexibility of the speech organs.
- c. To note individual speech needs.

2. *Procedure.* Before beginning the reading of the poem the teacher will discuss with the children how airplanes look at night. She should make sure, too, that they know what fireflies are. She will read the entire poem to the children being sure that she gives them good speech patterns. She should pay particular attention to consonant blends: *pl*, *rk*, *fl*, *thr*, *sw*, *sk*, *br*, and *th*. Then she will have one child read the solo part and the other children the response. As they read, she will observe any individual speech needs and give further practice to those children who evidence need. Her procedure for remedying these weaknesses will of course, depend upon the nature of the weakness. If the child needs further practice on a particular consonant blend, for example *thr*, she will give him additional experiences with other words in which that blend occurs. If it is a need for better phrasing, she should give him additional opportunity to hear the poem read with proper phrasing and by imitation he will overcome his difficulty.

Speech Lesson Seventeen: The Two Frogs, pages 258 and 259. For general goals and suggested standards, see page 126.

1. *Specific purposes.* The specific purposes of this speech lesson are:

- a. To give practice with the *cr* blend and the final *k* sound and with the proper pronunciation of certain words frequently mispronounced.
- b. To continue the child's phonetic training.
- c. To give practice in interpreting different moods.

2. *Procedure.* When the children have become familiar with the poem from hearing it read, the teacher will have one child read the solo part and the rest of the children answer with the refrain. By appropriate questions and suggestions she will encourage them to interpret the different moods expressed in the poem. She should pay particular attention to the *cr* blend and the final *k* sound, and as in other speech units she should be sure here that every sound is given its proper value. She should also pay particular attention to such troublesome words as *frog*, *wish*, and *leg*. When she has finished with the poem she will have the children find the rhyming words in each stanza such as *deep* and *weep*, *lead* and *dead*. She may if she wishes have children suggest other words that rhyme with these words and add the lists to their phonetic dictionaries.

Concluding the unit. Before beginning the next Learning Unit, the teacher will check to make sure that the purposes of this unit have been accomplished.

LEARNING UNIT SIX

Work and Workers, pages 279 through 315

This unit brings the child back to the world of reality and introduces him to two important phases of our present day life—the production of clothing and the production of food.

Purposes. In presenting Learning Unit Six, the teacher will work toward the accomplishment of these purposes:

1. To teach the new words introduced in the unit.
2. To increase the child's ability to solve word problems independently.
3. To interest the child in reading factual material growing out of current and observable situations.
4. To enrich his understanding and broaden his horizon through reading about industry and farming.
5. To increase his ability to get information from reading.
6. To promote the habit of relating past experiences, both real and vicarious, to the reading being done.

Procedure. The following general procedure is suggested

for carrying out the purposes of this unit:

1. *Approach*. In introducing this unit the teacher will tell the children that they are going to read about the activities of people working in a real world. Through a brief class discussion guided by appropriate questions the teacher will stimulate interest in each story before she begins the reading of it. As in previous units she will make sure before presenting a story that the children are familiar with the oral aspects of the vocabulary and with the concepts involved in it. She may do this through conversation and through various non-reading activities. For example, by beginning a weaving activity before the introduction of *The Coat on His Back*, she may give the children first-hand experience with such concepts as loom, weaving, rug, strip, yarn, wove, frame and row.

2. *Reading*. See general procedure on page 132. The pupil's understanding of the facts read and his ability to express them in his own words and to see a relation between them and his own experience should be the main considerations in this unit.

3. *Vocabulary development*. Continue the procedure suggested on page 133.

4. *Phonics*. See page 135.

5. *Story discussion*. See pages 136 and 143.

6. *Purposeful seatwork exercises*. See the suggestions on page 136.

7. *Free reading*. See page 137. Let the supplementary reading in connection with this unit be guided by problems and questions. Let the child write brief summaries of what he finds in supplementary books.

8. *Test exercises*. See page 138.

9. *Individual needs*. See page 138.

Speech Lesson Eighteen: The Song of the Mills, pages 296 and 297. For general goals and suggested standards, see page 126.

1. *Specific purposes*. The specific purposes of this speech lesson are:

- a. To give further practice with the *wh* sound and the *ing* ending.

- b. To promote flexibility of the speech organs.
- c. To observe individual speech needs.
- d. To increase phonetic sensitivity.

2. *Procedure.* Before beginning the reading of the poem the teacher will recall with the children what they have just read about the woolen mills. She will read the entire poem to them. Then she will divide the class into groups and assign the individual parts as indicated in the text and have the children read. As they read, she will observe individual speech needs. She should note particularly the pronunciation of the *wh* sound and the *ing* ending, and such words as *from* and *sing*. When the children have finished with the poem, the teacher will have them find the rhyming words in each stanza such as *along, song; mills, hills*.

Speech Lesson Nineteen: More Word Ladders, page 315.

1. *Specific purpose.* The specific purpose of this speech lesson is to give children practice in the proper pronunciation of words often mispronounced.

2. *Procedure.* The teacher if she wishes may write the word ladders, one at a time, on the blackboard and have the children take turns pronouncing the words. She may add to the word ladders other words which have caused the children some trouble. Or if she prefers she may have them read the words from their books. She should conduct the exercise in such a way that the children will look upon it as a game, but at the same time she must hold them to accurate pronunciation of all words. This game is only one suggestion. The teacher will devise other word games which will provide needed drill in a pleasant way.

Concluding the unit. Before beginning Stage III the teacher will check to make sure that the purposes of this unit have been accomplished.

Teaching Stage III: Fluent Reading of Third Grade Material

This is a review and easy-reading stage, affording opportunity to fix more firmly the reading skills previously developed.

Purposes. During this stage the work of the teacher will be guided by these purposes:

1. To perfect the pupils' reading skill through review and through practice with additional easy material.
2. To provide a period of cursory reading in which the child, having acquired adequate basic skills, enjoys reading for its own sake.
3. To increase the pupils' ability to read aloud and to increase the power of listeners to give attention.

Procedure. The following general procedure is suggested for carrying out the purposes of this stage:

1. *Testing and observing.* The teacher should at this time look back over the purposes, general and specific, that have been presented in this book, to make certain that the objectives have been reached. The supplementary materials suggested on page 158 will, of course help to finish the accomplishment of these purposes, but it is at the end of Book Three that she must know what remains still to be perfected, and it is through this basic reader that she will find the greatest help in reaching the goals that have been outlined. By summing up her observations, by making reviews, and through testing, the teacher will discover the weaknesses of the pupils and make an effort to strengthen them. This will be an especially comprehensive procedure because all pupils must be brought at this time to that point of excellence which will permit them to proceed to the work of the next grade.

2. *Review.* In order to make a review in a friendly helpful manner, the teacher will want to permit the pupils to select their favorite story for rereading. By continuing this general selection, it is almost certain that all stories will be chosen. The teacher will review all words in the vocabulary for any particular story chosen to make certain that all pupils are finally familiar with them.

This rereading, however, will not be solely for those who have failed to keep up in their skills, but will also provide a period of quick easy reading, giving confidence to even the best readers.

3. *Using supplementary materials.* The teacher should make a careful examination of the available supplementary readers to determine what use can be made of them in providing a period of easy reading. To do this she should first study, in comparison with the basic Book Three, their word lists and story themes. Select materials with particular care so that they are related to previous units and so that they do not develop heavy vocabularies of new words. The child should be perfecting his control of known words rather than adding to his vocabulary at this point. Select both fanciful and factual materials and organize them to meet the needs of the three or more class groups. Be sure that each group can read fluently the materials selected for it.

There should be only a few new words in the supplementary reader, but those which do occur should be developed along the lines suggested on page 133. If the material is well selected, the pupils should be able to read it naturally and easily.

4. *Free reading and audience reading.* The teacher will give much opportunity for free reading during this stage. She will make certain that in the free reading period every child in the class is reading a book which causes him little difficulty. When they have read to themselves, let them read to others. Emphasize correct pronunciation, proper grouping, and meaningful expression in oral reading. In the audience reading situation the teacher must make sure that a child's reading does not exceed the interest span of his listeners. By appropriate remarks, however, she will arouse the children's enthusiasm for the thing to be read; thus she will encourage the listeners to follow actively the reading for a reasonable time.

5. *Desirable outcome of Stage III.* At the end of this stage the pupils' attainment of the goals set up for the Third Reader Period (see page 125) should be readily discernible.

Nonreading Activities

Suggested types. During the Third Reader Period the child's education should be progressing through experiences of a non-

reading nature. The teacher, knowing her own pupils and the availability of materials, can plan nonreading activities especially suited to their interests and needs. It is not desirable to have more than five or six activities in progress at the same time. The following list suggests various types of nonreading activities which the teacher may wish to use during the Third Reader Period:

1. Making scrapbooks on such subjects as Indians of the Pueblos, Children of Other Lands, Milk, Pioneers, Trains, Jungle Animals.
2. Making jack-o'-lanterns.
3. Weaving.
4. Collecting and classifying seeds.
5. Taking care of a cactus.
6. Modeling with clay.
7. Observing and reporting on various aspects of nature.
8. Arranging an exhibit of samples of different kinds of cloth, such as cotton, silk, and wool, together with pictures of a cotton field, silk worms, and sheep.
9. Visiting a zoo and reporting on animals seen there.
10. Arranging a corner of the schoolroom as a kind of museum, putting there with proper labels various articles of interest such as a piece of Indian pottery, a cowbell, a kimono, arrow heads, a headdress made of feathers, and a cotton boll.

In addition to choosing from the nonreading activities listed above, the teacher may wish to use some of the following activities which were suggested for previous periods:

1. Playing Indians and making such things as headbands, moccasins, and bows and arrows.
2. Making a weather calendar.
3. Taking care of a pet.
4. Dressing up in old costumes. (Old fans, slippers, trimmings, beads, party dresses and accessories may be kept at school in a costume box for this purpose.)
5. Playing games and solving simple puzzles.
6. Keeping the schoolroom in order by taking care of wraps,

plants, scissors, and other things.

7. Using scraps and discards such as spools, ribbons, bits of cloth or leather, paper, and string in any creative way.
- 8.^A Arranging pictures and other things of interest on a bulletin board. (In time the bulletin board may grow into a class newspaper.)
9. Making toys and repairing old ones.
10. Washing, ironing, and sewing.

Objectives. These nonreading activities, however, must not be regarded as merely busywork or time-consuming activities but should be made responsible to contribute to the child's growth in a wide range of educational objectives.

Any one of the activities listed above may be analyzed into the educational aims it serves. For example, when the children are weaving, the teacher will see to it constantly that definite and worth-while values are being realized by asking herself questions such as:

1. Is this experience with weaving helping the child to acquire a rich and meaningful vocabulary? What words and phrases is the child learning from this activity?
2. Is the child growing in his understanding of such concepts as yarn, under threads, over threads, and frame?
3. Is the experience contributing to his power of concentration and purposeful doing?
4. Does he tend to share with others his interest in and appreciation of this activity?
5. Is he growing in ability to handle the weaving materials effectively?
6. Has this activity increased his interest in finding out more about clothmaking?

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